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Education in motion

SIAST

ANNUAL REPORT 2001/02



letter of transmittal

400 - 119 4th Avenue South
Saskatoon, Saskatchewan
S7K 5X2

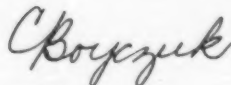
September 27, 2002

The Honourable Jim Melenchuk
Minister of Learning
Saskatchewan Learning
Province of Saskatchewan
Regina, Saskatchewan
S4S 0B3

Dear Sir:

On behalf of the board of directors of the Saskatchewan Institute of Applied Science and Technology (SIASST) and, in accordance with the provisions of the *The SIASST Act*, I am pleased to submit the annual report and audited financial statements of SIASST for the fiscal year ended June 30, 2002.

Respectfully submitted,



Christine Boyczuk
Chair
SIASST Board of Directors

who we are

The Saskatchewan Institute of Applied Science and Technology (SIASST) is a nationally recognized, pre-eminent provider of skills and technical training. Through partnerships with business and industry, we ensure that our curriculum matches opportunities and needs in the workplace, an approach that results in high employer satisfaction with SIASST graduates. Our consultative approach and our commitment to real-life learning contribute to a graduate employment rate consistently in excess of 90 percent. We serve more than 12,000 full- and part-time students through four urban campuses and distance learning, and approximately 29,000 additional individual registrations.

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message from the board chair



In June of 2002, Dr. Art Knight successfully completed nine years as president of SIAST. His contributions to SIAST included leading the organization through an intensive period of restructuring and repositioning. I would like to thank Dr. Knight for his years of service and commitment to SIAST and to the educational community of Saskatchewan.

In preparation for Dr. Knight's retirement, SIAST's board of directors engaged in a search for a new chief executive officer. In January 2002, the board was pleased to announce the appointment of Dr. Robert G. McCulloch, effective July 2002.

Dr. McCulloch's work experience and management style are well-suited to further developing and maintaining SIAST's position as Saskatchewan's pre-eminent provider of skills training. His extensive background in post-secondary education and his knowledge of Saskatchewan will be a tremendous asset as SIAST continues to respond aggressively to the high pace of change in the province.

SIAST is a key player in Saskatchewan's economic development because its employees take a proactive and responsive approach to meeting the province's skills training needs. Staff, faculty and management ensure responsiveness to the workforce, labour, business and industry by tracking anticipated training needs, and by partnering with other organizations to ensure that programs and delivery mechanisms meet those needs.

In the face of significant demographic change, staff and faculty are proactive in responding to Aboriginal learners. They take a leadership role in meeting the unique challenges of serving a highly rural population. Online learning through the Virtual Campus, for example, takes the classroom to the learners, regardless of where they live or work. Still building its complement of courses, the Virtual Campus is rapidly changing the face of learning at SIAST.

Our employees have been aggressive in building access to training through prior learning assessment and recognition (PLAR). Successful applications through that program have increased significantly in recent years, and staff continue to expand the program and seek ways to enhance service. Staff have also been pursuing credit recognition agreements with other institutions to enhance students' options for further education.

We can cite powerful evidence to show how effectively we are "Putting Knowledge to Work" at SIAST. Graduate surveys consistently show that more than 90 percent of our graduates available for work find employment within six months, and more than 90 percent of those stay in Saskatchewan.

Annual monitoring of our education equity program shows that staff and faculty are making steady progress toward ensuring that students of Aboriginal ancestry are appropriately represented in SIAST programs.

SIAST's board of directors is explicitly responsible for the stewardship of SIAST. To discharge this obligation, the board has assumed responsibility for: setting strategic direction; approving strategic and business plans, financial objectives, plans and actions; monitoring performance against the strategic plan and business plan; and identifying principal risks and ensuring appropriate systems are in place to manage those risks. I would like to congratulate my fellow board members for the principled leadership they have demonstrated.

SIAST is a pre-eminent institution for post-secondary education and skills training in Saskatchewan and a national leader in technical education. We are proud of our students, faculty, staff and management. The board appreciates those who continue to contribute to SIAST's success: our colleagues at Saskatchewan Learning; our education, business, industry and community-based organization partners; and our communities.

I am confident SIAST will continue to be the pre-eminent institution for providing the technical education and skills training so necessary for the future development and prosperity of our province.

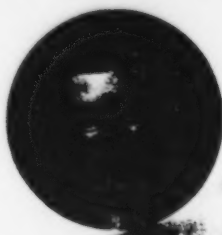
Sincerely,

Christine Boyczuk
SIAST Board Chair

SIAST board of directors



*Christine Boyczuk, Chair
(appointed February 1, 2000)*



*Owen Sebastian, Chair
(appointed October 30, 1996)*



*Dr. Robert G. McCulloch,
President & CEO*



*Dennis Anderson
(appointed February 1, 2000)*



*Barbara Beavis
(appointed October 30, 1996)*



*Margaret Dagenais
(appointed February 1, 2000)*



*Mike Hintze
(appointed February 1, 2000)*



*Bill Hutchinson
(appointed October 30, 1996)*



*Cheryl Bauer Hyde
(appointed February 1, 2000)*



*Trevor Klassen
(appointed February 1, 2000)*



*Keith Martell
(appointed February 1, 2000)*



*Paul McLellan
(appointed July 25, 2001)*



*Rico Mirasty
(appointed February 1, 2000)*



*Morris Oryskevitch
(appointed February 1, 2000)*



*Leigh Spencer
(appointed July 25, 2001)*



*Violet Stanger
(appointed July 25, 2001)*

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message from the president



SIAST's accomplishments in the last academic and fiscal year maintain an enviable track record – one that, in part, attracted me to join the organization as president and chief executive officer. My appointment on July 1, 2002, follows nine years of distinguished service by my predecessor, Dr. Art Knight.

Dr. Knight led an organization that has firmly established itself as an important player in the province's education sector, in its economy and in the development of its people. This past year, as in preceding years, staff, faculty and management demonstrated an enduring commitment to providing relevant skills and technical training. Their efforts have earned respect and accolades within the province, across the country and from the international educational community, but the greatest reward is working with a student population of highly motivated, high achievers. The accomplishments of my new colleagues and SIAST students are too numerous to report here, but I am pleased and proud to share

some highlights:

- Under the leadership of student representatives Marcel Tanner, Norma Webber, Sandra Weetman and Dwayne Nagy, an Aboriginal student society was formed as a sub-committee of the students' association at SIAST Wascana Campus.
- Kim Orynik, SIAST's co-ordinator of prior learning assessment and recognition (PLAR), received a Canadian Recognizing Learning Award for outstanding achievement. Thanks to Kim's efforts, SIAST has dramatically increased the credit recognition we provide for learning acquired through work experience and other activities.
- Five Instrumentation Engineering Technology graduates, along with a team from Calgary, represented Western Canada in the ISA 2001 International Student Competition in Texas. SIAST team members John deGraauw, David Lozinsky, Gyllis Nesbitt, Michael Emiry and Shawn Gareau were accompanied by coach Terry Sikorski and faculty advisor Frank Van Breugel.
- SIAST's Practical Nursing program, headed by Louise Frederick, received the Association of Saskatchewan Regional Colleges Award for Program Excellence in Adult Education. The Practical Nursing program plays an important role in responding to demand for health-care professionals in Saskatchewan.
- All graduates of SIAST's Medical Laboratory Technology program passed national examinations. SIAST was the only institution in Canada with a 100 percent pass rate.
- Claude Naud, vice president, programs, and Barb Bremner, director of SIAST's Virtual Campus, were invited to speak about SIAST's venture into online learning at the second World Congress for Colleges and Polytechnics in Melbourne, Australia. CEOs, educators and senior government officials from dozens of countries attended the World Congress. Closer to home, the Virtual Campus was a hit with students; launched early in the 2001-02 academic year, it drew 700 course registrations.
- National Skills Canada medallists included two students from SIAST. Marc Poissant brought home gold in the Architectural CADD competition, while Lynsey Kraft won bronze for Restaurant Service.

- SIAST's Commercial Pilot program, under the direction of program head Don Macpherson, received the Air Traffic Association of Canada Innovation Award and the Saskatchewan Labour Force Development Board award for partnerships.
- Nine SIAST graduates began internships abroad through the Youth International Internship Project. The project, funded by Human Resources Development Canada and administered by SIAST's international services group, provides post-secondary graduates with six months of experience in positions with SIAST private- and public-sector partners. In the Philippines for example, Scott Ramsay, a SIAST Media Arts Production graduate, developed multi-media learning materials at the South East Asian Ministers of Education Organization (SEAMEO) Centre for Innovation and Technology (INNOTECH). Kimberly Sopytk, a SIAST Marketing graduate, helped organize international conferences at INNOTECH and implement the centre's marketing strategies for donor agencies such as the Asian Development Bank and the World Bank.
- A team of almost 20 people from SIAST and partner organizations received the Outstanding Technical Team award from the Saskatchewan Apprenticeship and Trade Certification Commission. The award was for innovative development and delivery of the Level I Electrical online program, which was offered as a pilot project in preparation for the Virtual Campus launch.
- Peter Lapointe, program head of Co-operative Education at SIAST Palliser Campus, won the Albert S. Barber Award from the Canadian Association for Co-operative Education. The University of Waterloo sponsors the award.

SIAST's board members also received external recognition. Keith Martell, chairman of the First Nations Bank of Canada in Saskatoon, was named in Canada's Top 40 Under 40 awards program, sponsored by The Globe and Mail, Air Canada, Caldwell Group, TD Bank Financial and others. Paul McLellan, president of Alliance Energy, received a Community Builder Award from the Saskatchewan Construction Association.

While awards and recognition are wonderful endorsements, there are two achievements of which SIAST is especially proud. First, initiatives recognizing Saskatchewan's changing demographics contributed to an Aboriginal enrolment rate of 18.9 percent – well in excess of our long-term goal of 12 percent. In addition, 91 percent of recent SIAST graduates available for work found jobs within six months of graduation. Of all respondents, 97 rated program quality as good to excellent.

SIAST's accomplishments would not have been possible without the individual and collective contributions of a dedicated and talented workforce. I am humbled to have joined their ranks.

Sincerely,

R. G. McCulloch

Dr. Robert G. McCulloch
President & CEO



**SIAST SENIOR
MANAGEMENT COUNCIL:**
President and CEO

Dr. Robert G. McCulloch

Vice-President, Programs

Claude Naud

Chief Financial Officer

Rand Smale

Chief Human Resource Officer

Marie Alexander

Exec Asst to President

and Gov't Liaison

Glenys Hanson

SIAST DEANS:

Associated Studies

Lance Moen

Basic Education

Brian Kraus

Business & Agriculture

Wolfgang Langenbacher

Community Services

Brian Mertz

Industrial Training

David Walls

Nursing

Diana Davidson Dick

Science & Health

Judy Layne

Students

Blaine Jensen

Technology

Arnold Boldt

CAMPUS DIRECTORS:

SIAST Kelsey Campus (Saskatoon)

Gerry Bonsal

SIAST Palliser Campus (Moose Jaw)

Don Shanner

SIAST Wascana Campus (Regina)

Noel Selinger

SIAST Woodland Campus (Prince Albert)

Larry Fladager

SIAST DIRECTORS:

Communications

Patricia Gillies

Development

Lisa Laskowski

International Services

David Harvey

Planning Research

& Development

Gerlinde Sarkar

Skills Initiatives

Barb Heise

Virtual Campus

Barb Bremner

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strategic initiatives

Quality Learning Organization

Several initiatives were undertaken as part of SIAST's commitment to embracing the Quality Learning Organization (QLO) culture. Four areas form the basis for creating a quality learning environment: support for students, ongoing staff development, organizational culture and collaborative evaluation process. A number of activities developed a foundation for expanding QLO awareness and practices more broadly across SIAST, including:

- *Several on-campus awareness and general information sessions focused on improving employee orientation, enhancing instructor development, building team spirit and sharing best practices. Two campus professional development days featured QLO as the theme for the event.*
- *Several employees attended the "School that Learns" conference held in Victoria. The event showcased practical ways to become a true learning community, as well as effective strategies for fostering a dynamic learning organization culture that focuses on student success.*

Aboriginal Education and Training Action Plan

In response to the action plan developed by Saskatchewan Learning, SIAST pursued a number of initiatives aimed at enhancing access to training and student success for First Nations and Métis people.

overview

Education in motion. This has, indeed, been a year of movement for SIAST. Among the highlights – we advanced our goals of expanding accessibility, of capturing learning and delivery opportunities through technology, of enhancing Aboriginal student access and success and of ensuring relevance through partnerships, consultation and program renewal.

ACCESSIBILITY

Continued development of our prior learning assessment and recognition (PLAR) initiative enables more potential students to gain credit for knowledge and skills acquired outside academia. We now offer PLAR for more than 550 courses in 39 programs, creating opportunities and improving accessibility for an increasingly wider range of learners. A newly created online database supports easy identification of PLAR-ready courses and enhances service to potential students.

Continuing Nursing Education evaluates candidates for their prior education and workplace learning, providing credit recognition in eight programs. These PLAR opportunities allow for a faster basic entry or re-entry to practice for qualified nursing professionals. SIAST also assists individuals who seek national certification by validating and documenting their skills through PLAR.

ABORIGINAL ACCESS AND SUCCESS

Our Nursing Division, with support from Saskatchewan Health, expanded the Native Access Program to Nursing through the recruitment of a student advisor at our SIAST Wascana Campus in Regina. The advisor serves as a counsellor to students and as an advocate on such issues as child care, tutoring and funding. A similar, more established program has enhanced Aboriginal student retention in the Nursing Education Program of Saskatchewan (NEPS) at SIAST Kelsey Campus in Saskatoon. NEPS, offered in partnership with the University of Saskatchewan, has enrolled more Aboriginal students than any other Canadian nursing program.

We also supported delivery of the Northern Health Careers Access Program in Prince Albert, working with the Northern Inter-Tribal Health Authority, Saskatchewan Indian Federated College, the University of Saskatchewan, Saskatchewan Health and Saskatchewan Learning. Nineteen students completed the program, which prepares participants to pursue careers in the health-care field.

With the opening of an Aboriginal student centre at SIAST Palliser Campus in Moose Jaw, all four SIAST campuses now offer specialized services to Aboriginal students. The centres organize culturally-affirming events for Aboriginal and non-Aboriginal students and employees. Services include counselling, social and recreational activities, tutorial and study support, and access to elders. We believe the centres are a significant contributor to SIAST success in recruiting and retaining Aboriginal students. In 2001-02, 18.9 percent of our students were of Aboriginal ancestry, well in excess of our long-range 12.2 percent goal.

AGRICULTURAL PROGRAMMING RENEWAL

We initiated and completed an intensive review of our agriculture training needs through extensive consultation with industry representatives, farmers, other training organizations, internal constituents and the Aboriginal community. Changes to our agricultural programming are based on feedback received from these groups and on research commissioned by SIAST into training opportunities.

One of the key outcomes of the review will be the establishment of a program advisory committee. Members will represent various interests within the sector. As well, we are a founding member of a pan-prairie college network that will pursue opportunities for collaboration within the group and with other stakeholders.

Our study found that agriculture in Saskatchewan will continue to be well-served by traditional training opportunities. Our plan will enable us to build on that foundation with a new approach that's nimble, innovative and responsive. We will re-allocate resources from three traditional agriculture programs to develop specialized training at the time and location that best meets needs identified by the client.

It is our belief that these initiatives will ensure our program offerings support revitalization of the sector and, thus, the economic well-being of the province.

ARTICULATION

We continue to negotiate transfer credit agreements with colleges and universities, thus maximizing further educational opportunities for our graduates. Recent additions include a joint program with the University of Regina and an articulation agreement with the British Columbia Institute of Technology. Both give our Medical Radiologic Technology graduates a head-start on medical imaging degree programs. In addition, a new transfer credit agreement affecting seven SIAST Science and Health programs provides credit towards a bachelor of science degree at Athabasca University.

EMPLOYEE RENEWAL

Faced with an aging work force – more than half our employees are between the ages of 40 and 54 – we have been proactive in ensuring the orderly retirement and renewal of our employee population. In 2001-02, we set aside \$350,000 for distribution to in-scope employees through a succession planning program. Succession planning enables us to distribute the exit of employees over a broader time span than their scheduled retirements would otherwise allow.

LEADERSHIP

Following wide-ranging consultation with representatives of all SIAST stakeholders, our board of directors recruited and appointed a new president and chief executive officer, Dr. Robert G. McCulloch, to succeed Dr. Art Knight upon his retirement at the end of the fiscal and academic year.

A Saskatchewan native and graduate of the University of Saskatchewan, Dr. McCulloch was most recently associate vice-president, administration, at the University of Regina. His intimate knowledge of post-secondary issues will serve SIAST well as our organization responds aggressively to economic, social and technological changes. Dr. McCulloch's long-range planning experience and his commitment to building partnerships support our ongoing responsiveness to business, industry and labour force needs.

strategic initiatives

- *In collaboration with the University of Saskatchewan and the Saskatchewan Indian Federated College, SIAST contributed significantly to the development and advancement of the Northern Nursing Access Program for Aboriginal students.*
 - *A second Native Access Program to Nursing centre was opened, this one at SIAST Wascana Campus in Regina.*
 - *Curriculum areas are being modified to better accommodate increased Aboriginal student participation. In particular, increased Aboriginal content has been incorporated in nursing programs through online delivery of five courses.*
 - *Objectives for the Aboriginal Education and Training Action Plan have been developed and incorporated in SIAST's business plan for 2002-2007.*
 - *In the 2001-2002 academic year, 18.9 percent of students in SIAST's certificate and diploma, apprenticeship, basic education and extension programs were Aboriginal.*
- Partnerships and strategic alliances**
SIAST sought new opportunities to increase its regular and online programming in partnerships with business, industry and other institutions.
- *SIAST successfully developed articulation agreements for joint programs with the University of Regina and Athabasca University.*

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strategic initiatives

- A partnership agreement with Kanadiana International Equestrian Centre was reviewed and renewed.
- A new partnership agreement was signed with Environment Canada for the delivery of training to water technicians.

Accountability framework

Through its business plan process, SIAST developed its future strategy for the incorporation of performance measures as an integral part of the reporting progress in meeting strategic sector plan objectives.

- In anticipation of the introduction of a new accountability framework, SIAST successfully converted its basis for reporting enrolment from full-time equivalent (FTE) to full-load equivalent (FLE).
- SIAST completed a full review of its program capacity.

Agriculture review

SIAST commissioned research and undertook extensive stakeholder consultation as part of a comprehensive review of agriculture programs.

- The agricultural program review was completed and the recommendations presented and accepted by Saskatchewan Learning. As a result of the examination, a province-wide advisory committee will be formed during the 2002-2003 academic year to assist in the identification and development of new programming for this sector. SIAST's traditional programs of Agriculture

overview continued

ORGANIZATIONAL EFFECTIVENESS

We refined processes and implemented systems to enhance our financial reporting and forecasting timeliness. A new financial reporting system, for example, enables managers to access virtually up-to-the-minute information online. A new process for forecasting year-end financials enables senior managers to respond more quickly to developments throughout the year.

An extensive restructuring of our registration services operations brings a province-wide focus to the function, resulting in more seamless service to students. At the same time, the integration of a number of online information and communications systems provides both employees and students with one-stop access to a variety of services.

On-campus information sessions raised the profile of our Quality Learning Organization (QLO) initiative, which encourages grassroots involvement in responding to social, economic and technological changes facing SIAST. The QLO initiative sponsored a number of training programs and facilitated the sharing of best practices both within SIAST and with post-secondary colleagues from other organizations. An early adopter, our Science and Health Division embraced the QLO approach in developing orientation guides for new staff members.

PARTNERSHIPS

Long- and short-term partnerships with both public- and private-sector organizations permeate our approach to meeting skills and technical training needs. Our commitment to collaboration is apparent elsewhere in this report, touching everything from accessibility to the recruitment and retention of Aboriginal students.

While some partnerships allow us to expand the scope of services we provide, others enable us to ensure program relevance and responsiveness. Our Community Services Division, for example, teamed up with the Saskatchewan Tourism Education Council to deliver an applied certificate in the hospitality sector. Approximately 40 students participated in the program, offered at three locations. All received offers of employment. In Science and Health, a new partnership with a major health-care software provider allows Pharmacy Technician students to experience state-of-the-art industry information systems first-hand.

Through the year, we also partnered with Dumont Technical Institute, the Saskatchewan Society of Medical Laboratory Technologists, Canada-Saskatchewan Career and Employment Services, Saskatoon's Nutana Collegiate, Saskatoon Tribal Council, Urban First Nations Inc., regional colleges, universities, government organizations, private businesses and various social and Aboriginal agencies on a range of initiatives.

RESPONSIVENESS

At SIAST we pride ourselves on providing timely, relevant training that meets the needs of business and industry, while expanding our graduates' employment opportunities. Our most recent graduate employee survey demonstrates the continued success of our approach. The survey indicates that 91 percent of respondents in the labour market had found employment within six months of graduation.

We maintain our high standards through analysis of employer needs, by consulting on curriculum with business and industry and by continually reviewing and refining our program mix.

In 2001-02, following consultation with industry experts, we introduced three applied certificate programs that comprise a new Helpdesk/Network Operations certificate program. This modular approach makes it easier for students to pursue only the training they need to meet their career goals.

In response to the need for new employees and new skills in the field of resource and environmental law, we developed a diploma program for implementation in the 2002-03 academic year. The program was fully subscribed before year's end.

Our Truck Driver Training and Truck and Transport Mechanical Repair programs were moved from Prince Albert to our Heavy Equipment Mechanics program facility in Saskatoon. The move brings the two truck programs closer to their markets, while presenting operational efficiencies to SIAST.

The ongoing challenge we face of how to effectively meet the highest and most pressing demands with our limited resources sometimes makes for tough choices. As a result, 2001-02 was the last year we offered ceramics programs. As noted earlier, we discontinued three agriculture programs in order to reallocate the resources within the field. We also replaced our two-year Agricultural Machinery Technician program with a one-year pre-employment certificate. In response to lower student demand, we reduced seat capacity in this program. Our student intake for Automotive Service Technology was scaled back, while the corresponding technician program intake was increased.

TECHNOLOGY-ENHANCED LEARNING

Following a pilot program the previous year, we took the classroom to the student through the launch of our Virtual Campus in 2001-02. By year's end, 53 courses were available for online delivery, and online programming had drawn 700 course registrations.

The Virtual Campus continued to build for success on a platform of employee development; workshops offered to faculty and staff drew 1,184 registrations while sessions offered to external partners and agencies drew 652 registrations.

Our Virtual Campus represents a significant achievement in enhancing access to skills and technical training across the province. In addition to increasing capacity both on and off campus, it overcomes geographic barriers and time constraints faced by students. At the same time, it integrates technology into the learning environment, delivering education and training in a style and format appropriate to a new generation of learners.

With educational opportunities outside the province just a click away, it's imperative that Saskatchewan, through initiatives like our Virtual Campus, be part of the e-learning landscape. It's one more way we can ensure that people receive the training they need to live and work right here in Saskatchewan.

strategic initiatives

Production, Farm Mechanics and Farm Business Management were eliminated and will be replaced by shorter, customized, more flexible training sessions based upon industry requirements.

- *The role of the agriculture division at SIAST will be altered to include a greater focus on curriculum development, facilitation and consultation to support the delivery of training that is flexible, client-driven and knowledge-based.*

Library services

SIAST completed an examination of its library services.

- *Based on the study recommendations and under the leadership of a director of library services, the process of consolidating services under one SIAST-wide system will begin in the 2002-2003 academic year.*

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enrolment figures

FLE*2002

Core Funded Certificate & Diploma

4,849

Apprenticeship

2,560

Basic Education

1,741

Extension

3,641

Credit

2,828

Non-credit

813

Future Skills

839

Total FLE Enrolment

13,630

University Courses

1,456

*SIAST has converted the enrolment of students to full-load equivalent (FLE) from full-time equivalent (FTE). FLE is inclusive of all training activity at SIAST and better reflects all forms of program delivery available at SIAST.

	2002	2001	2000	1999	1998
Number of Graduates					
Diploma	844	818	868	762	897
Certificates	2,882	2,826	2,607	2,781	2,847
Total Graduates	3,726	3,644	3,475	3,543	3,744

Number of Programs Offered

Diploma/Post-diploma certificate	51	**50*	54*	55*	60
Certificate/Advanced certificate/Applied certificate	123	136*	129*	126*	155
Apprenticeship	27	27	27	27	27
Total	201	213	423	208	242

*Programs counted provincially rather than by campus as of 1999. **Post-diploma certificates are advanced certificates as of 1999.

STUDENTS ENROLLED 2001 2000 1999 1998

Certificate & Diploma (on-campus)

Full-time 5,033 4,994 4,856 5,056

Part-time 573 511 437 374

Apprenticeship 2,776 2,148 2,142 2,178

Adult Basic Education

Full-time 2,210 2,161 2,249 2,364

Part-time 201 229 407 355

Extension

Full-time programs 1,216 1,894 1,923 2,293

Part-time programs 749 838 961 1096

Course registrations 28,394 28,146 30,030 32,330

University Courses 1,480 1,468 1,429 1,540

Future Skills

Full-time programs 546 366 332 193

Part-time programs 112 81 109 116

Course registrations 4,618 3,541 3,678 2,638

Total FTE enrolment 10,433 10,322 10,293 10,732

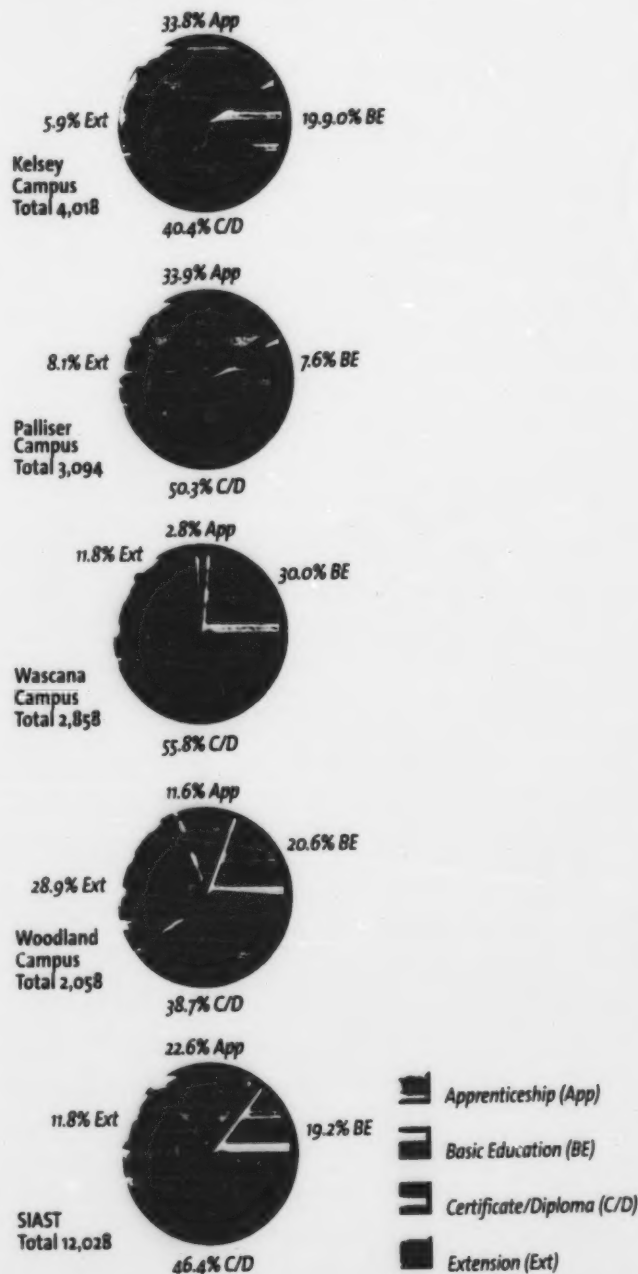
enrolment equity and enrolment by category

EDUCATION EQUITY PARTICIPATION (%)

Designated groups of students	2001/02 participation	2001/02 goals	Long-term goals
PERSONS OF ABORIGINAL ANCESTRY			
• SIAST	18.9	12.2	12.2 (all)
• Kelsey	15.6	12.2	
• Palliser	6.6	12.2	
• Wascana	17.8	12.2	
• Woodland	45.6	25.0	
PERSONS WITH DISABILITIES			
• SIAST	5.1	5.0(all)	9.7 (all)
• Kelsey	4.8		
• Palliser	3.4		
• Wascana	8.6		
• Woodland	3.5		
PERSONS OF VISIBLE MINORITIES			
• SIAST	2.2	n/a	
• Kelsey	1.3		4.7
• Palliser	2.2		2.6
• Wascana	4.8		5.1
• Woodland	0.6		2.6
FEMALE STUDENTS			
• SIAST	42.7	30.0* (all)	50* (all)
• Kelsey	38.4		
• Palliser	26.0		
• Wascana	65.5		
• Woodland	44.6		

* Female students in predominantly male programs

ENROLMENT BY CATEGORY





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financial highlights

FINANCIAL (in thousands of dollars)	2002	2001	2000	1999	1998
Revenues					
Grants	\$84,033	\$83,306	\$76,409	\$73,233	\$68,483
Contractual Services	\$21,700	\$20,313	\$21,613	\$24,964	\$25,801
Tuition and Fees	\$17,143	\$16,311	\$14,902	\$13,114	\$11,820
Expenses					
Salaries and Benefits	\$88,069	\$83,561	\$76,026	\$75,287	\$71,407
Facilities Rental	\$16,325	\$15,841	\$14,958	\$15,214	\$14,926
Materials and Supplies	\$8,642	\$9,781	\$9,800	\$9,777	\$9,537
Services	\$8,685	\$9,466	\$7,847	\$8,354	\$8,750
Excess (Deficiency) of Revenue over Expenses	\$(1,614)	\$(17)	\$3,194	\$1,473	\$492
Total Assets	\$43,791	\$51,421	\$42,174	\$40,425	\$35,869
Total Liabilities	\$29,461	\$35,477	\$26,213	\$27,658	\$24,575
Net Assets	\$14,330	\$15,944	\$15,961	\$12,767	\$11,294

human resources

SIAST Workforce — Full-time Equivalent (FTE) Totals (Based on Actual FTE)
July 1, 2000 to June 30, 2001 and July 1, 2001 to June 30, 2002

	Out-of-Scope		Academic		Admin. Support		Totals	
	2001-02/2000-01		2001-02/2000-01		2001-02/2000-01		2001-02/2000-01	
SIAST Kelsey Campus	15.37	13.34	330.35	324.63	121.70	121.73	467.42	459.70
SIAST Palliser Campus	10.68	11.59	219.22	221.94	82.35	82.53	312.25	316.06
SIAST Wascana Campus	12.69	12.82	229.87	231.83	126.78	125.63	369.34	370.28
SIAST Woodland Campus	9.22	9.80	162.17	171.59	86.26	87.46	257.65	268.85
Administrative Offices	28.94	26.87	3.40	1.18	38.87	38.02	71.21	66.07

Education



FINANCIAL (in thousands of dollars)	2002	2001	2000	1999	1998
Revenues					
Grants	\$84,033	\$83,306	\$76,409	\$73,233	\$68,483
Contractual Services	\$21,700	\$20,313	\$21,613	\$24,964	\$25,801
Tuition and Fees	\$17,143	\$16,311	\$14,902	\$13,114	\$11,820
Expenses					
Salaries and Benefits	\$88,069	\$83,561	\$76,026	\$75,287	\$71,407
Facilities Rental	\$16,325	\$15,841	\$14,958	\$15,214	\$14,926
Materials and Supplies	\$8,642	\$9,781	\$9,800	\$9,777	\$9,537
Services	\$8,685	\$9,466	\$7,847	\$8,354	\$8,750
Excess (Deficiency) of Revenue over Expenses	\$(1,614)	\$(171)	\$3,194	\$1,473	\$492
Total Assets	\$43,791	\$51,421	\$42,174	\$40,425	\$35,864
Total Liabilities	\$29,461	\$35,477	\$26,213	\$27,658	\$24,575
Net Assets	\$14,330	\$15,944	\$15,961	\$12,767	\$11,294

SIAS Workforce — Full-time Equivalent (FTE) Totals (Based on Actual FTE)

July 1, 2000 to June 30, 2001 and July 1, 2001 to June 30, 2002

	Out-of-Scope		Academic		Admin. Support		Totals	
	2001-02/2000-01		2001-02/2000-01		2001-02/2000-01		2001-02/2000-01	
SIAS Kelsey Campus	15.37	13.34	330.35	324.63	121.70	121.73	467.42	459.70
SIAS Palliser Campus	10.68	11.59	219.22	221.94	82.35	82.53	312.25	316.06
SIAS Wascana Campus	12.69	12.82	229.87	231.83	126.78	125.63	369.34	370.28
SIAS Woodland Campus	9.22	9.80	162.17	171.59	86.26	87.46	257.65	268.85
Administrative Offices	28.94	26.87	3.40	1.18	38.87	38.02	71.21	66.07
TOTALS	76.90	74.42	945.01	951.17	455.96	455.37	1,477.87	1,480.96

up close



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associated studies division

OVERVIEW

Associated Studies delivers courses that provide students with the necessary skills and knowledge to successfully complete their technical training. Offerings include natural, social and computer sciences, communications, mathematics and visual media.

PRIORITIES AND INITIATIVES

A course in pre-technology mathematics was offered to students who had been accepted into programs at SIAST Kelsey Campus prior to the commencement of their program of studies. Successful evaluation of this pilot program, designed to enhance post-secondary success, will result in an expansion of the program in 2002-2003. Course offerings will include a second section of the mathematics course and a communications course at SIAST Kelsey Campus, a mathematics course at SIAST Palliser Campus and an introductory computer course at SIAST Woodland Campus.

With operations beginning in the fall of 2001, Associated Studies faculty began offering 41 credit and non-credit courses to 18 programs at SIAST Woodland Campus. Course offerings were in communications, mathematics and computer applications. At SIAST Wascana Campus, Associated Studies began to instruct courses in mathematics, drafting and communications to pre-employment and apprentice courses in the Industrial Training Division.

Access

Associated Studies services at SIAST Wascana Campus offered home study courses and brokered regional college offerings in anatomy and physiology, sociology, communication skills, psychology, and computer applications. These courses provide options for students wishing to gain credits towards entrance into a variety of programs, particularly the Science and Health Division and Nursing Division programs.

Extension evening courses are growing in popularity, reflecting the demand for accessibility by people who work during the day. Faculty at SIAST Kelsey, SIAST Palliser and SIAST Woodland campuses support extension courses in conjunction with programs offered through other divisions, including offerings through the Saskatchewan Communications Network (SCN).

Curriculum standardization

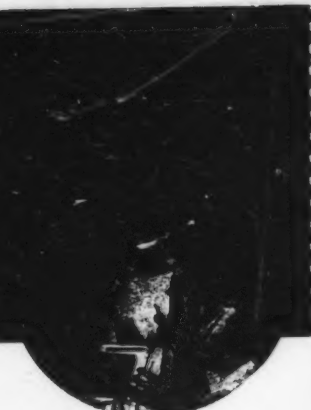
To improve the consistency of offerings and instruction, and to facilitate portability of credits, standardizing continued in 2001-2002 with further consolidation of courses at all four campuses. In addition, core mathematics, drafting and communications courses were introduced to Industrial Training Division programs at SIAST Wascana Campus. Through standardization, three mathematics courses were eliminated at SIAST Kelsey Campus. Three programs adopted Communications 127 this year, and two more programs have selected the course for next year. Associated Studies is taking part in a SIAST-wide task team that is co-ordinating the standardization of introductory computer courses. Coring of Associated Studies courses was completed with the Welding and Automotive Service Technician programs.

Program development

Funding from the Program Development Fund allowed the development or revision, as well as conversion to the SIAST curriculum format, of courses in visual media (including a new workbook), mathematics (including study guides) and communications. SIAST Palliser Campus faculty, with input from communications faculty at all campuses, produced a Communications 127 course manual that will serve five programs next year. Faculty at SIAST Wascana Campus developed an introductory course in anatomy and physiology for the Health Field Preparation program that will be offered at SIAST Wascana and SIAST Woodland campuses and through distance delivery. At SIAST Kelsey Campus, faculty participated in the creation of prior learning assessment and recognition (PLAR) tools for the Process Operators program.

Technology-enhanced learning

In support of technology-enhanced learning, the division achieved its goal of equipping each instructor with a networked computer. At SIAST Kelsey Campus, a test case saw a communications course delivered by e-mail, with assignments submitted and returned by e-mail after grading.



basic education division

OVERVIEW

Basic Education programs prepare adult learners to participate in further skills development, education and training that leads to employment. Programs include fundamental skills in communications, mathematics, critical thinking, problem solving, teamwork, responsibility, initiative and independent learning.

PRIORITIES AND INITIATIVES

Aboriginal student support

The first year of a two-year English as a Second Language/Dialect pilot program to help Aboriginal learners strengthen academic English skills was completed at SIAST Kelsey Campus. Results from year one bode well for improved retention and success in further training and education.

SIAST Woodland Campus Basic Education faculty participated in the Northern Health Access Program through the delivery of Chemistry 30 and Biology 30. Nineteen students successfully completed the courses, which are prerequisites to health science programs.

Students at SIAST Wascana Campus participated in cultural events and talking healing circles through regular elder and other Aboriginal guest presenters.

Student success strategies

English Language Arts Bridging and Math 30 Bridging courses were developed to help students gain the necessary knowledge and skills to be successful in 30-level courses.

A wellness module was developed to help students develop knowledge, skills and attitudes leading to a healthy and balanced lifestyle.

SIAST Palliser Campus Basic Education faculty helped approximately 120 people develop career goals and establish career action plans through a series of one-week workshops sponsored by Canada-Saskatchewan Career and Employment Services (CSCES). Participants determined a variety of courses of action, including adult upgrading, post-secondary training and access to employment.

Responsiveness to students

A Basic Education student survey was conducted at all campuses. Results will be used in each community to develop partnerships that support inter-sectoral responses to identified student needs.

Partnerships

With funding support from CSCES, SIAST Woodland Campus developed and delivered a Literacy to Employment program to help literacy students make the transition to employment. Thirty-five local Prince Albert employers supported development and delivery of the program by providing curriculum advice and work placements for students to assist with the development of the work-related skills, knowledge and attitudes necessary to acquire and sustain employment.

At SIAST Kelsey Campus, Basic Education developed and maintained partnerships with Nutana Collegiate, Saskatoon Tribal Council, Urban First Nations Inc. and the Saskatchewan Abilities Council. These partnerships were geared toward providing services for students in the areas of: employment; training; First Nations cultural services (elder services, cultural teachings, family violence workshops and staff development); and employment-related training for intellectually disabled adults.

Partnerships established between Basic Education at SIAST Wascana Campus and the Regina Food Bank, Family Services Regina and Saskatchewan Corrections provided placement testing, life skills development and more timely access for Basic Education students.

Technology-enhanced learning

The Basic Education Division completed the development of two technology-enhanced learning courses in 2001-02. A pre-apprenticeship/trade applied math course and Phase I of Math 30 Bridging were developed and will be available for delivery by January 2003.

business & agriculture division

OVERVIEW

SIAS's Business and Agriculture Division seeks to be a progressive provider of business and agriculture training for Saskatchewan. Through innovative delivery, the division responds quickly to the needs of the business and agriculture sectors of the province. The division also enables students to be lifelong learners by offering sound training that is transferable to other educational institutions and is available through extension programming.

PRIORITIES AND INITIATIVES

Access

Five diploma-level Computer Information Systems (CIS) courses were prepared for online instruction during the 2001-02 academic year in preparation for delivery in the fall of 2002. Expansion from on-campus delivery to online delivery will enable a greater range of students to develop and upgrade their skills. Further development of online capacity for CIS will increase accessibility to the point where the complete diploma program is available through distance delivery modes. A similar strategy is being pursued for the Marketing and Administration diploma programs.

A new information technology program (Help Desk/Network Operations) was developed in Prince Albert, consisting of three applied certificates that combined form a certificate program. This innovative program allows for maximum student flexibility and access by industry.

Distance delivery has also been enhanced by the ongoing development of Saskatchewan Communications Network (SCN) programming through the renewal of several existing SCN courses and the continued expansion of SCN delivery of the Human Resource Management diploma.

Agriculture review

A fundamental review of agriculture programming was undertaken and completed in 2001-2002. This review, involving research and extensive consultation with industry, challenged the assumptions underlying traditional SIAS's agriculture programming. The result was the redefinition of SIAS's role in agricultural programming, the discontinuation of several traditional programs and the development of a plan for the renewal of programming aimed at the future agriculture industry. This renewal will continue into the 2002-03 academic year and will begin with the engagement of industry in determining specific programming initiatives.

Business programming

Through research and consultation, the groundwork was laid for a review of the structure of business programming. The next step will be to involve faculty in the 2002-03 academic year in determining what changes SIAS might undertake in the structure of its business programming. The initiative will be co-ordinated with similar reviews taking place at Saskatchewan's two universities.

A provincial, updated program—Computer Office Assistant—replaced the Computerized Office Assistant program at SIAS Wascana Campus and the Computer Clerk program at SIAS Woodland Campus.

ACHIEVEMENTS

The Computer Information Services program has undergone an accreditation review by the Canadian Information Processing Society aimed at renewing its accreditation for three more years.

community services division

OVERVIEW

The Community Services Division provides training to government, business and diverse segments of the community through program offerings in human services, applied arts, communications, beauty culture, hospitality, and recreation and tourism.

PRIORITIES AND INITIATIVES

Facilities and equipment

An equipment renovation project in the SIAST Kelsey Campus kitchen was completed this year at a cost of \$250,000. The training facilities and equipment now more adequately serve the demands of the busy food services area.

Partnership

A partnership with the Saskatchewan Tourism Education Council was implemented this year, leading to the delivery of an applied certificate program in food and beverage service. Through the program, approximately 40 restaurant service staff were trained in three locations across the province. Each of the graduates secured offers of employment upon graduation.

Program standardization and renewal

The goal of provincial program standardization was completed in 2001-02. The curriculum within each multi-campus program has been reviewed, updated and fully implemented.

New Media program revisions were completed during the year with the updated program to take effect in the fall of 2002. The Media Arts Production program was reviewed with revisions to come forward for approval in the fall of 2002. Changes to the program will likely take one year to implement.

Chemical Dependency and Corrections programs continue to undergo curriculum revisions in order to conform to the new SIAST model. Changes to both programs will be completed next year.

Food Processing, Institutional Meat Cutting and Retail Meat Cutting programs have all been reviewed, updated and converted to a format suitable for work-based training. Already, Institutional Meat Cutting has 14 trainees in four establishments.

Access

Extension activities continued to grow during the 2001-02 fiscal year with an increase of 35 percent in training activity at SIAST Wascana Campus.

The Teacher Assistant and Therapeutic Recreation programs remain popular in their new full-time, on-site formats. Regional colleges are now showing interest in offering the programs.

The Internet Communication program (now Web Page Design and Development) received approval with the first two courses developed and available online. Remaining courses will be developed over the next two years.

The Recreation and Leisure Management program, based at SIAST Kelsey Campus in Saskatoon, is being offered at Buffalo Narrows. Students attend classes for two weeks, work independently for a month and then return to class.

The Early Childhood Education program has completed PLAR requirements for all high demand program courses. In addition, all courses in the program are now available through distance format. These achievements will eventually allow students to study from any location and will enable those who have learned from on-the-job experience to achieve credit recognition.

Responsiveness

The Early Childhood Education program at SIAST Wascana Campus saw an increased intake of students into both the certificate and diploma programs this year in response to increased demand from employers for child care workers.

ACHIEVEMENTS

A Fetal Alcohol Syndrome course was developed for adult educators, caregivers and other interested persons. The course, available on several SIAST campuses and through distance education, drew 77 registrations.

The Tourism Management diploma program graduated its first class this year. Nine students started the program two years ago, and eight graduated.

industrial training division

OVERVIEW

SIASST's Industrial Training Division provides vocational and technical training in a range of programs and courses through partnerships with industry, regional colleges and other organizations. Apprenticeship training and pre-employment programs comprise the main core of the division's activities. Cost-recovery extension programs complement the division's regular on-campus programs.

PRIORITIES AND INITIATIVES

Program standardization and renewal

Standardized Auto Body and Machine Shop pre-employment certificate programs were implemented at the beginning of the academic year, bringing province-wide consistency to the programs. A standardized Welding pre-employment certificate program was developed for introduction in the 2002-03 academic year.

Industrial Mechanics and Refrigeration and Air Conditioning pre-employment programs were updated to reflect technological changes occurring in industry. As well, Levels 1 and 2 of the Carpentry apprenticeship program were aligned with the Interprovincial Standards "Red Seal" certification program.

Industrial training demand

Training opportunities within the forestry industry remain steady, while growth has been curtailed in related trades such as truck driver and heavy equipment operator. The opportunity to provide crane operator training for apprentices and industry was explored but found to be financially unfeasible at this time.

The two-year Agricultural Machinery Technician program was replaced with a one-year pre-employment certificate. Reduced student demand for the program necessitated a reduction of seat capacity to 24 from 36 effective in the 2002-03 academic year.

The intake of the Automotive Service Technology program at SIASST Kelsey Campus was reduced from 26 to 13, and the intake of the technician program was increased from 26 to 39.

Heavy Equipment Mechanics and Industrial Mechanics programs have continued to experience strong student demand. The hub for Truck Driver Training has been relocated from the Marquis Road facility in Prince Albert to SIASST's Heavy Equipment Mechanics program (HEMP) facility in Saskatoon, and the program will be offered as needed across the province. The Truck and Transport Mechanical Repair program was also relocated from Marquis Road to the HEMP facility. Relocation of the programs brings them closer to their markets while offering synergies with the Heavy Equipment program.

Technology-enhanced learning

The Industrial Training Division partnered with the Saskatchewan Apprenticeship and Trade Certification Commission to identify a math course within the Automotive Service Technician (AST) trade for online delivery to enhance convenience to both apprentices and their employers. Results of the AST math project could have implications for other trades programs.

Facilities

Expansion of shop space for the Industrial Mechanics program located at SIASST Kelsey Campus is currently on hold pending a review of forecasted facility needs.

Extension programming

Rationalization of extension services continued in 2001-02 with the realignment of extension education consultants' geographical territories.

Marketing

A division marketing strategy included development of program brochures and the purchase of a display unit. Marketing is now conducted on a division-wide basis rather than through a program- or campus-specific approach.

ACHIEVEMENTS

The Industrial Training division received almost \$280,000 in donations from various industry representatives in 2000-01. In addition, the division benefited from an estimated \$3.6 million in industry-loaned equipment.



nursing division

OVERVIEW

The Nursing Division serves the community by providing excellence in nursing education programming, while maintaining and advancing its provincial, national and international reputation for high standards, quality, relevance, responsiveness and accessibility. The division is characterized by collaboration, innovation and pro-action. Programming includes the Nursing Education Program of Saskatchewan (NEPS), a four-year degree program offered jointly with the University of Saskatchewan; the Practical Nursing program; nursing re-entry programs for practical, registered and registered psychiatric nurses; continuing education programs; and first-aid and CPR programming.

PRIORITIES AND INITIATIVES

Enhanced access

Clinical Assessment and Intervention, Geriatric Assessment, Nursing: An Evolving Profession, and Personal and Professional Relationships courses were developed for online delivery during the year.

Services of the Native Access Program to Nursing (NAPN) were extended to Aboriginal nursing students at SIAST Wascana Campus through the recruitment of an on-site student advisor.

Partnerships

The Practical Nursing program continues to deliver programming in Regina and Prince Albert and in collaboration with Dumont Technical Institute and with seven regional colleges located in La Ronge, La Loche, Meadow Lake, North Battleford, Tisdale, Watrous, Yorkton, Swift Current and Estevan.

SIAST supported the delivery of a Northern Health Careers Access Program in Prince Albert in conjunction with the Northern Inter-Tribal Health Authority, Saskatchewan Indian Federated College, the University of Saskatchewan, Saskatchewan Health and Saskatchewan Learning. Nineteen students completed the program, which provides them with the necessary prerequisites and skills to enter health careers.

Program changes

The Operating Room Nursing and Techniques/LPN program was revised to incorporate the Scope of Practice for Licensed Practical Nurses in the Perioperative Nursing-Surgical Suite and Professional Standards-Perioperative Care for Licensed Practical Nurses/Registered Practical Nurses developed by the Canadian Practical Nurses Association.

The CPR/First Aid curriculum was standardized for delivery within SIAST on a provincial basis and on an extension basis. CPR is taught in accordance with Heart and Stroke Foundation guidelines. Standard First Aid and CPR meet the requirements of Saskatchewan Occupational Health and Safety regulations.

NEPS underwent extensive curriculum review in response to program review processes that identified heavy workloads for students and faculty as a concern.

The name of the Advanced Clinical Nursing Program was changed to the Primary Care Nurse Practitioner. Graduates of this program serve at the point of entry into the health-care system. They have advanced skills in health assessment, performing treatments and prescribing medications.

ACHIEVEMENTS

The Practical Nursing program received the Association of Saskatchewan Regional Colleges Award for Program Excellence in Adult Education.

The Nursing Education Program of Saskatchewan (NEPS) received a five-year nursing education program approval rating from the Saskatchewan Registered Nurses' Association.

The division attained funding for the development and delivery of a multi-leveled and provincially focused Diabetes Education Program for health-care providers.

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science & health division

OVERVIEW

SIASST's Science and Health Division is a primary provider of quality science and health training and education in Saskatchewan. National accreditation processes and active program advisory committees ensure program quality and relevance. The division emphasizes delivery models that enhance responsiveness and accessibility. Partnerships are used to enrich program quality, reach new target audiences and provide unique and lifelong learning opportunities.

PRIORITIES AND INITIATIVES

Partnerships

A joint degree program in Medical Imaging was developed in 2001-02 in co-operation with the University of Regina. Successful graduates will receive a diploma from SIASST after two years (Medical Radiologic Technology) and a degree from the University of Regina after four years. The new program will be introduced in September 2002. In addition, the British Columbia Institute of Technology granted articulation to the Medical Radiologic Technology program with its bachelor's degree in medical imaging.

A collaboration agreement was signed with Athabasca University, enabling graduates from seven of SIASST's Science and Health programs to receive credit towards a bachelor of science degree. Five programs will receive full transfer credit.

The division negotiated a contract with VWR Canlab, a national medical supplies company, to extend a contract with the University of Saskatchewan to include SIASST. The contract will result in significant price advantages for a number of programs.

Through partnership with BDM Information Systems, a major North American provider of health-care software, the Pharmacy Technician program will provide students with exposure to industry-leading pharmacy information systems.

In collaboration with the Saskatchewan Society of Medical Laboratory Technologists, the Medical Diagnostics Program developed refresher training courses and a comprehensive examination for re-entry to practice.

The division collaborated with Dumont Technical Institute in the presentation of various programs customized to meet identified needs and to enhance student retention and success.

Quality Learning Organization

Using a grassroots approach, the division articulated its values and developed orientation guides for new staff. A divisional framework that supports the professional development of employees was developed and implemented.

Enhanced access

In collaboration with regional colleges and other divisions in SIASST, the division began exploring the need for a more formalized preparatory program designed to enhance student access to and success in science and health educational programs. Dental Hygiene and Health Information Services courses were made available through distance learning. The Home Care/Special Care Aide program developed PLAR guidelines for recognizing previous work experience towards meeting program practicum requirements.

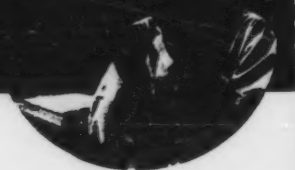
Programs

In response to the Saskatchewan Action Plan for Healthcare initiative to train 240 new or existing emergency medical technicians over a three-year period, the Emergency Healthcare program developed a model for providing required training. In response to a shortage of cytotechnologists, the Medical Diagnostics program, in collaboration with stakeholders, developed a model for providing required training, including identification of required resources.

The Emergency Medical Technician program was converted to the Primary Care Paramedic (PCP) program in order to comply with new national standards of paramedic practice and to meet new accreditation requirements of the Canadian Medical Association. The new program will be introduced in September 2002. Current EMT practitioners will upgrade their license to the PCP level for EMT practitioners.

ACHIEVEMENTS

Through the Centennial Merit Scholarship Program, Monsanto awarded a \$1,000 scholarship to a student in the Biotechnology program. A Chemical Technology student was awarded the first Saskatchewan Research Council scholarship for \$2,500. All Medical Laboratory Technology program graduates passed national examinations. SIASST distinguished itself as the only institution in Canada with a 100 percent pass rate in the exams.



skills initiatives

OVERVIEW

Skills Initiatives administers the JobStart/Future Skills program for SIAST. This provincial government initiative provides financial assistance to employers and training institutions delivering training that helps create new employment opportunities and meets the needs of industry. The main components are Work-Based Training for the Unemployed and Institutional Quick Response Training, both of which train the unemployed in skills required by business and industry. While open to all unemployed people, Institutional Quick Response actively recruits those receiving employment insurance and social assistance.

SIAST's Skills Initiatives works collaboratively with program divisions and Canada-Saskatchewan Career and Employment Services. It also undertakes initiatives to support SIAST extension services.

PRIORITIES AND INITIATIVES

Support to work-based training employers

A new Train-the-Trainer manual, specific to the film and video industry, was developed with the assistance of SIAST's Planning, Research and Development group. This manual and manuals for the customer service, manufacturing and automotive industries was distributed to employers to enhance their work-based training endeavours.

Marketing

A Skills Initiatives marketing assistant was hired for the summer of 2001 through the provincial Centennial Summer Student Employment Program. The marketing assistant surveyed employer awareness, satisfaction and potential use of the Work-Based Training program, as well as student satisfaction with Institutional Quick Response training.

Also identified were specific marketing objectives, several of which have been met. For example, to promote employer awareness, JobStart/Future Skills Administrators developed new work-based training brochures and have increased distribution of these and other marketing materials to potential employers. The Work-Based and Institutional Quick Response marketing research results informed Skills Initiatives staff, program personnel and Saskatchewan Learning representatives of successes, opportunities for improvements and increased credit potential. In addition, processes were developed for providing current Institutional Quick Response training information to potential students through the SIAST Web site.

Extension services

The SIAST – Regional Colleges Operations Committee was created to address mutual operational issues and recommend resolutions for senior management approval.

Skills Initiatives facilitated an extension services workshop in 2001, involving such timely topics as marketing, the SIAST – Regional Colleges Partnership Agreement operationalization, and program quality assurance and support.

Saskatchewan Labour Market Network

SIAST's Skills Initiatives, along with Saskatchewan Learning and regional college representatives, co-chaired and participated in Saskatchewan Labour Market Network (SLMN) initiatives. SLMN is mandated to foster the implementation of a co-ordinated long-term approach to labour market needs assessment and planning, and is informally accountable to Saskatchewan Learning in the fulfillment of its Education and Labour Market Planning and Information Strategy.

Achievements

More than 600 unemployed people were trained through SIAST Institutional Quick Response Training programs. With more than 700 trainees, 165 work-based training projects were managed by SIAST.

Saskatchewan's regional colleges and Dumont Technical Institute delivered SIAST Institutional Quick Response and Work-Based Training programs to more than 800 Saskatchewan residents, most of whom received SIAST credit.

SIAST provided credit in 185 work-based projects across the province. Most projects trained one or two employees, but larger projects occurred in the areas of pork production, film and new media, meat cutting, automotive service, carpentry, and warehousing.

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technology division

OVERVIEW

The Technology Division provides technician, technologist, apprenticeship and sector-specific upgrading skills training through a range of programs, courses and workshops. Fast-paced technological change, evolving legislation, increased demand for a highly-skilled workforce and resource competitiveness within the global knowledge-based economy define the environment to which the division responds. Partnerships with industry, business and post-secondary institutions ensure program relevancy, quality, accessibility and responsiveness.

PRIORITIES AND INITIATIVES

Accreditation

Instrumentation Engineering Technology completed Phase 1 of its Canadian Technology Accreditation Board re-accreditation process. Computer Systems Technology underwent the Canadian Information Processing Society re-accreditation process.

Major program revisions

A major review of all electronic and a number of computer-related programs was initiated in the spring. Recommendations are expected in the next academic year. Major revisions to Electronic Systems Engineering Technology have addressed concerns over evaluation and aligned the program schedule with others at SIAST Kelsey Campus.

New programs

Legislative and other changes in the natural resource sector led to the development of a new diploma program; Resource and Environmental Law was approved for delivery beginning in September 2002. Responding to the process industry needs, a series of three applied certificates was developed and made PLAR-ready for off-campus delivery beginning in August 2002.

Enhanced access

Several online initiatives were completed to increase accessibility, provide flexibility for students and increase program capacity. Three core online courses from the Integrated Resource Management and Forest Ecosystems programs were successfully delivered to on-campus students and a number of off-campus students. Three Computer Systems Technology courses were developed for online delivery beginning in August 2002.

Extension

A new extension consultant position was created for SIAST Wascana and SIAST Palliser campuses, enhancing response to industry needs and significantly increasing training opportunities. Increased activity was especially noteworthy in Power Engineering upgrading and Water and Wastewater Operations training and upgrading.

Coring and standardization

A major initiative to explore the feasibility of standardizing introductory computer courses across SIAST programs was undertaken by the Technology and Associated Studies divisions. To date, approval has been given to develop a series of seven introductory courses for traditional and online delivery. The Civil/Environmental/Water Engineering Technology programs were revised to create a common first year for students, thereby providing increased opportunities for students' career choices as they become more familiar with their fields of study.

Marketing strategy

The initial phase of a divisional marketing and student recruitment strategy aimed at under-subscribed programs led to increased enrolments for the 2002/03 academic year.

ACHIEVEMENTS

The Commercial Pilot program received the Air Traffic Association of Canada Innovation award for its unique partnership with the aviation industry, as well as the Saskatchewan Labour Force Development Board award for partnerships. The Electrical program received the Outstanding Technical Team award from the Saskatchewan Apprenticeship and Trade Certification Commission for its innovative development and delivery of the Level I Electrical online program.

virtual campus

OVERVIEW

The Virtual Campus focuses on increasing student access to quality programs and courses, supporting faculty and staff using technology in the development and delivery of courses, and developing and maintaining the SIAST Web site. It fosters a collaborative relationship between SIAST and external agencies. The primary goal of the Virtual Campus is to enhance accessibility to target populations and geographically separated users and to build capacity for on-campus programs. The Virtual Campus also strives to improve support to learners wishing to access courses and programs from regional colleges and Aboriginal institutions.

PRIORITIES AND INITIATIVES

Faculty development

All campuses are now equipped with greenhouse rooms, computer labs staffed and designed to provide faculty with curriculum design and technical support, and with the tools and resources necessary to develop technology-enhanced and technology-based curriculum.

Multiple offerings of 14 workshops were made to faculty and staff, drawing 1,184 registrations. One was delivered through LearnLinc software, and two were delivered via WebCT. A third WebCT course for faculty was developed and will be available for delivery next fall. Workshops and demonstrations for external partners and agencies drew 652 registrations.

Content development and delivery

The Virtual Campus worked with program areas to develop 17 online courses including six courses developed through the Computer Science Development fund. The total number of courses developed and available is 53.

A comprehensive guide to developing technology-enhanced learning was created and distributed SIAST-wide. In addition, a comprehensive evaluation plan and evaluation tools were developed and implemented for both the development and delivery of all online courses.

Both the Emergency Medical Technician – Advanced program and Electrical Apprenticeship program delivered online courses to two groups of students. An additional 11 courses from Business, Community Services, Nursing and Technology divisions were delivered to both on- and off-campus students, drawing more than 700 registrations.

Infrastructure initiatives

SIAST was the first school in Canada to implement the Connected Learning Solution, which integrates our asynchronous curriculum delivery system – WebCT, communications and portal system – Campus Pipeline, and our enterprise information system – Banner, to provide a more seamless environment for service delivery. This integrated environment provides increased communication and centralized access to information, courses and services.

The Virtual Campus purchased a mobile wireless computer lab and delivered online training to two groups of students using this innovative technology.

Campus Saskatchewan

SIAST signed a Campus Saskatchewan Memorandum of Understanding with two universities, eight regional colleges and three Aboriginal institutions. Campus Saskatchewan was developed as a central access point for distance education programs. It provides enhanced collaboration and partnerships in technology-enhanced learning for post-secondary institutions.

Web site

The SIAST Web site continues to expand in content and improve in ease of navigation. Course descriptions for all on-campus certificate and diploma programs, advanced certificate programs and distance education courses have been activated and are accessible on the site. Visits to the Web site doubled from last year to approximately 20,000 visitors per month.

ACHIEVEMENTS

On November 2001, SIAST officially launched the Virtual Campus with a live news conference held simultaneously at all four campuses. The launch included a Saskatchewan Communications Network broadcast, CD-ROM presentation, live LearnLinc and WebCT demonstrations and a virtual-ribbon cutting. More than 200 people attended.

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finance & administration

OVERVIEW

Finance and administration provides financial services and administrative support to all programs and departments across SIAST. The services provided include accounting, financial planning, payroll, materials management, bookstores and printing.

PRIORITIES AND INITIATIVES

Emphasis was placed in the 2001-02 fiscal year on honing the effectiveness with which reports are produced for managers. The electronic month-end reporting process was enhanced to improve timeliness and respond to requests for additional information. A new financial reporting system that provides information within 24 hours was tested and purchased. This system is extremely flexible and includes the capability to view online all transaction information captured on the computer system.

A new process for forecasting year-end financial results was implemented, enabling senior managers to react to trends quickly and allowing SIAST's board of directors to monitor the results of those decisions.

Electronic timesheet submission was expanded to more than 90 percent of employees. Payroll advice information is now exclusively available online. Also, the process for the preparation and submission of budgets online was simplified.

An electronic method of tracking and accounting for extension training contracts was developed and tested. This process will be implemented at all campuses in September 2002 and will result in the availability of timely information and a reduction in the time spent doing data entry.

Expense reimbursements to employees are now being deposited directly to their bank accounts. This has resulted in a reduction in costs and in the time it takes to reimburse the employees.

SIAST's job evaluation initiative was completed with the payment of severance dating back to April 1, 1997. More than \$3 million was paid to SIAST employees.

A manager of procurement position was created to ensure SIAST is purchasing materials and services in the most efficient and cost-effective manner.

Digital capability was introduced at all four SIAST campus print shops. In addition, software was installed to allow the digital sharing of documents among the campuses. This is an integral part in implementing a print-on-demand strategy.



human resources

OVERVIEW

SIAST's human resources team tracks organizational trends, issues and challenges, responding to these with strategies and practices tailored to SIAST's changing business needs. The group strives to develop and implement efficient and cost-effective tools and services that support managers in applying personnel policies and procedures that will ensure SIAST has the right people, in the right place at the right time.

PRIORITIES AND INITIATIVES

An outreach guide for equity groups and agencies was produced in 2001-02 to provide information on SIAST's recruitment and selection processes. Meetings were held with agency representatives, and a new process for tracking equity applicants was developed and implemented. Additionally, an audit of SIAST's positions was completed to support the organization's representative workforce agreement with Saskatchewan's Intergovernmental and Aboriginal Affairs.

In support of SIAST's evolution as a Quality Learning Organization, the human resources group provided contract administration and staff training to supervisors, and job-related skills training to employees across the organization.

SIAST set aside \$350,000 for distribution to in-scope employees through the organization's succession planning program. The program is designed to encourage the orderly retirement and renewal of the organization's aging workforce; more than 50 percent of employees are between the ages of 40 and 54. Additional work will be required to ensure there is no organizational knowledge gap as both in-scope and out-of-scope employees retire.

With the support of a benefits consultant, a benefits committee has been struck to monitor and manage the impact of a collective agreement provision implemented in 1999. Costs of the new extended health-care benefits plan at the time were set at 1.0 percent of straight-time salary. Experience has shown that without modification and close management, the fund may not support the plan by the end of the 2002-03 fiscal year.

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information resources

OVERVIEW

SIAST's Information Resources group delivers computer services across the organization, except to those programs dedicated to delivering computer training. This requires the provision of 5,000 network connections and 84 computer servers. In addition, support is provided for 94 computer labs, 3,000 desktop computers and 300 printers. Information Resources also provides helpdesk and e-mail support, application development and support and database administration services.

SIAST's Information Resources group strives to provide efficient, relevant, cost-effective information technology services by:

- Engaging academic and administrative clients to better understand their information technology needs.
- Providing leadership in researching, testing and delivering new information technology products, support and services.

PRIORITIES AND INITIATIVES

In response to the increased number and complexity of technology projects, six positions were created and assigned project management responsibility. The creation of the senior positions has improved co-ordination of resources and the timely, on-budget completion of projects.

Maintaining efficiency and effectiveness in the face of rapid changes in hardware and software makes timely, relevant training of employees a necessity. Through the year, SIAST's Information Resources employees received training on new hardware and software immediately in advance of the implementation of new technology.

Client service personnel were transferred into the networks and systems area to increase the scope of work experience available to employees and to also offer a logical career progression path. This will create the opportunity to fill future vacancies with internal qualified individuals. Two junior programmer analyst positions were created so that recent graduates can qualify for a position with SIAST. Previously, all programmer analyst positions required two years of experience.

ACHIEVEMENTS

The Information Technology Infrastructure Library (ITIL) framework was adopted as a method of incorporating industry best practices into SIAST's Information Resources operations. It will take several years to implement the best practices in all areas of the operations. Initial concentration will be on the service desk incident and problem management.

international services

OVERVIEW

SIAST International Services is responsible for marketing SIAST's services to international clients, managing international human resource development contracts, supporting Saskatchewan and Canadian exporters and fostering an international consciousness within the SIAST and Saskatchewan communities.

PRIORITIES AND INITIATIVES

SIAST continued implementation of major projects funded by the Canadian International Development Agency (CIDA). These included:

- SIAST completed its work with the Slovak State Institute for Vocational Education (SIOV) in the Slovak Training Systems Project. The project developed models making training programs more relevant and effective for students and employers – particularly in growing eco-tourism and hospitality sectors across the country.
- Applying its internationally recognized experience in rural education and training, SIAST is continuing to assist the development of a new community college in a rural area of the Mekong Delta in Vietnam's Tra Vinh province. SIAST was the lead implementing college in Canada in the Vietnam Canada Community College project, administered by the Association of Canadian Community Colleges (ACCC).
- With the Saskatchewan Indian Institute of Technologies (SIIT) and CanGlobal Management Inc., SIAST continued implementation of the Panama Rural Extension Training Project. Establishing a Rural Development Centre at the City of Knowledge, the project trains extension workers to better identify and address community training needs – particularly in Aboriginal communities of the Ngoble-Bugle tribe in western Panama. ACCC administers this project as part of the Canadian College Partnership Program (CCPP).
- SIAST has partnered with the Jordanian Vocational Training Corporation and the Ministry of Education as part of the ACCC-administered Sustaining and Enhancing Technical and Vocational Education and Training (SETVET) Project. SIAST is helping its Jordanian counterparts enhance their employment-focused, competency-based training system.
- As part of the Youth International Internship Project funded by Human Resources Development Canada (HRDC), 13 SIAST and other Saskatchewan post-secondary graduates participated in six-month training-related work placements with Saskatchewan businesses and SIAST partners overseas. The project provides invaluable international experience for the graduates while supporting Saskatchewan businesses' international exporting operations.

Other ongoing projects include the Kyrgyzstan Training for Employment project that improves vocational and business skills in the Kyrgyz Republic, funded by CIDA. Many of the project's training program graduates will support Saskatchewan's Cameco Corporation's joint-venture gold-mining operation through a greater availability of employer-driven skills training in the Kyrgyz Republic. Other project work was conducted in Kenya, Malawi, Nepal and Ukraine. SIAST also assisted the development of regional retraining centres in Romania as part of the World Bank-funded Regional Retraining Centre Project.

marketing & communications

OVERVIEW

SIAST's marketing and communications team contributes to the realization of SIAST's business plan objectives by building internal and external understanding of and support for the organization's goals and initiatives. By supporting student and staff recruitment and program marketing efforts, the marketing and communications team contributes to SIAST's effectiveness in meeting the province's skills and technical training needs.

PRIORITIES AND INITIATIVES

Province-wide approach

SIAST's marketing and communications group continues to reap the benefits of its single SIAST-wide structure as members of the group share successful strategies across campuses, collaborate on initiatives and deliver consistent messages on behalf of the organization across the province. Early in the academic year, for example, the group worked together on a press conference featuring the official launch of SIAST's Virtual Campus. Held simultaneously at all four campuses, the event linked media with SIAST and provincial government spokespersons, faculty and students, producing coverage by most major mainstream media outlets. Follow-up activities generated interest by Aboriginal media.

Program marketing and student recruitment

In addition to supporting individual programs throughout the year, marketing and communications worked with SIAST's Technology Division on the production of a marketing guide for program heads. By working together and with SIAST's web administrator, the marketing and communications group developed and implemented a year-end, province-wide print, broadcast and online marketing campaign focused on student recruitment for specific programs.

With input from students, SIAST counselors, regional college representatives and high school counselors, marketing and communications finalized and began implementing a plan for reconfiguring student recruitment publications. As a first step, a new content plan and revised process for producing the annual calendar resulted in a more user-friendly publication.

Internal communications

An extensive online survey of employees by an independent research firm provided data on information topics of interest and preferred channels for internal communications. Analysis of the data early in 2002-03 will identify major internal communications opportunities and plans for capturing these.

Media relations

Marketing and communications expanded media relations efforts involving community newspapers and Aboriginal media, now routinely including these outlets on press release distribution lists and seeking opportunities to supply content of particular interest.

Advertising

Marketing and communications' people-focused approach both to media relations and advertising celebrated the success of SIAST constituents. A one-page feature profiling a Métis grad was produced for the National Aboriginal Awards Foundation's "Blueprint for the Future" event in Saskatoon. As well, newspaper advertising highlighted awards and recognition received by SIAST employees and Centennial Scholarship award winners. A Centennial Scholarship advertisement, which ran province-wide, was later turned into a poster for distribution to high schools.

planning research & development

OVERVIEW

Planning, Research and Development (PR&D) provides information and research services to facilitate program planning, review and evaluation to develop curriculum and to produce learning resources. The group plays a leading role in provincial training needs assessment and prior learning and assessment and recognition (PLAR).

PRIORITIES AND INITIATIVES

PLAR

PLAR continues to expand at SIAST, reporting a 73 percent increase in applications for the last academic year. In response, an online database was created to link with SIAST's records management system. The database will identify PLAR-ready courses, assessment methods and fees. To date, 39 programs offer PLAR for more than 550 courses.

Institutional research

SIAST's research office produced 16 reports, ranging from program inventory and student participation summary reports to researching the needs for future program development as identified in the SIAST business plan or through industry consultations. Efforts supported policy development by establishing a profile of SIAST's Basic Education students, investigating the preparedness of English as a Second Language students in pursuing further education and analyzing the impact of SIAST's first-qualified, first-admitted policy. The annual graduate employment study surveyed more than 3,700 graduates from 183 programs.

Program planning and development (PPD)

The 10 PPD consultants managed 19 planning projects, including seven needs assessments for new programs; 14 evaluation projects, including five curriculum validations and the annual student survey for all programs; 18 curriculum development projects; and four training projects for SIAST faculty/staff, including completion of orientation to the new curriculum model.

Program development fund

In 2001-02, more than 60 program development projects at a total cost of \$700,000, an increase of 26% from 2000-01, were approved. SIAST is now in the third year of the conversion schedule for all to the outcomes-based curriculum model.

International

PR&D contributed to four international projects by providing program development training in Vietnam and Slovakia and meeting with representatives from Jordan and Kyrgyzstan visiting Saskatchewan.

Learning resources

As part of SIAST's commitment to constantly renew and revitalize curriculum material, materials publishing staff at SIAST Wascana and SIAST Woodland campuses created or modified learning materials for more than 500 course manuals. A standard SIAST course manual and template for inputting have been adapted, which will increase efficiency and enable sharing of the workload between the two publishing departments. Graphics staff worked on more than 5,600 graphics for inclusion in course manuals.

Copyright office

SIAST has been recognized as a publisher by CANCOPY, the Canadian Copyright Licensing Agency. SIAST has been assigned a block of International Standard Book Numbers (ISBN) to be assigned to course manuals, workshop materials and reports. To date, 210 documents from earlier publishing efforts have been assigned ISBNs. This entitles SIAST to potentially receive a share of royalties collected by CANCOPY.

ACHIEVEMENTS

PLAR co-coordinator Kim Orynik received the Canadian Recognizing Learning Award at a national PLAR conference.

PPD consultants developed a single Framework for Education and Training at SIAST, encompassing all delivery modes (traditional, competency-based, distance, virtual).

PR&D supported increased portability of training through contributions to the Canadian Alliance of Education and Training Organizations (CAETO) articulation working group and through efforts of the Saskatchewan Labour Force Development Board's Education Training Reference Group to secure project funding for the development of a database on articulation agreements existing in the province.

student affairs & services

OVERVIEW

Student Affairs and Services (SA&S) continues to adjust to meet the changing demands of students and programs through collaboration with students, faculty, staff, programs and the community. The group's goal is to develop an effective student-centred learning environment inside and outside the classroom. Several priorities were set in motion during 2001/2002 to consolidate services and to move this consolidation toward expansion over the Web.

PRIORITIES AND INITIATIVES

Registration restructuring

SIASST made the transition to a single leadership model for registration. In January, registration services began implementing new positions and job assignments for existing staff. The implementation involved significant training and orientation. The new model will ensure more seamless service to students.

Aboriginal student recruitment and retention

SIASST has created partnerships with Aboriginal groups such as the Interprovincial Association on Native Employment to raise the awareness of the support structure and services offered to people of Aboriginal ancestry. One of the recruitment positions has been designated for a person of Aboriginal ancestry. An Aboriginal students' association has been established in conjunction with the SIASST Wascana Campus Students' Association. With the establishment of the Aboriginal centre at SIASST Palliser Campus, this is the first year that all campuses have functional Aboriginal culture centres.

Student success strategy

SA&S continued to roll out the Student Success Strategy at SIASST. This framework encourages students to make sound, information-based decisions. It also enhances existing student support and services by establishing in-person, online and telephone services. The framework consists of three components: career planning, academic planning and personal preparedness, which deals with such issues as resources, personal support, child care, housing and finances.

SA&S is investigating the feasibility of an integrated early-warning system. The system would alert individual students, program faculty and counselors to at-risk behaviours and circumstances, and then direct the student to preventive or remedial services and support. Funding for this initiative has been secured through a grant from the technology-enhanced learning fund.

A new student orientation was reviewed and new standards established for programs, service deliverers and campuses. The strategy incorporates increased levels of communication and planning for incoming and currently registered students to increase retention and satisfaction.

Education equity

The SIASST Wascana Campus equity committee established a room for persons with physical disabilities who require attendant care. A research project reviewed the impact of the Girls Exploring Trades and Technology (GETT) camps. As a result of this report, improvements were made to planning and documenting of activities and staffing. The annual Aboriginal student leadership conference included teachings of elders and instruction on leadership.

Counselling services

A preliminary working group has been struck with student, faculty and staff representation. The group's mandate is to make recommendations for a review of counselling activities. The emphasis will be on student and faculty support.

management discussion & analysis

OPERATING ENVIRONMENT

SIASST contributes to economic growth and prosperity in Saskatchewan by developing and delivering relevant skills and technical training programs that respond in a timely manner to the needs of business, industry and the labour force. Rapid social, economic and technological change, as well as increasing globalization in the training sector, demand flexibility and innovation in program development and delivery and in the broader business operations of the organization. SIASST faces fiscal challenges common to publicly funded organizations.

FINANCIAL PERFORMANCE

SIASST's 2001-02 operating grant was not increased at a level sufficient to fund salary increases resulting from the collective agreement. SIASST addressed this issue through internal budgetary measures and with the expectation that operating net assets accumulated the previous year would help address the shortfall. These measures were successful in reducing the amount by which actual expenses exceeded revenue in comparison to the anticipated shortfall.

Key financial results and data

(in thousands of dollars)

	2001 Actual	2002 Plan	2002 Actual	2003 Plan
Deficiency of Revenue				
Over Expenses	\$ (17)	\$(2,680)	\$(1,614)	\$ 0
Grants	83,306	83,346	84,033	87,622
Contractual revenues	20,313	20,847	21,700	19,745
Tuition and fees	16,311	16,436	17,143	17,378
Interest	1,411	1,063	685	641
Salaries and benefits	83,561	85,871	88,069	85,794
Facilities rental	15,841	15,445	16,325	16,549
Material and supplies	9,781	10,225	8,642	9,531
Services	9,466	9,541	8,685	9,709
Amortization	5,205	5,138	5,949	6,024
Operating net assets	3,505	1,967	979	234

2001 - 2002 HIGHLIGHTS (IN THOUSANDS OF DOLLARS)

- *Deficiency of revenue over expenses of \$1,614 was an increase of \$1,597 over 2001*
- *Grants increased by \$727 or 0.9%*
- *Contractual services revenue increased by \$1,387 or 6.8%*
- *Tuition and fees increased by \$832 or 5.1%*
- *Interest decreased by \$726 or 51.5%*
- *Salaries and benefits increased by \$4,508 or 5.4%*
- *Facilities rental increased by \$484 or 3.1%*
- *Materials and supplies decreased by \$1,139 or 11.6%*
- *Services decreased by \$781 or 8.3%*
- *Amortization increased by \$744 or 14.3%*
- *Operating net assets decreased by \$2,526 or 72.1%*

Grant revenue

Operating grant revenue was slightly higher than anticipated due to the fact that the 2002-03 provincial budget, which included an increase over 2001-02, came into effect three months before SIASST's year end. The year-over-year increase in grants revenue was offset by a transfer of funds to North West Regional College, which is now operating the Meadow Lake facility.

Contractual services

Increased Quick Skills and international training resulted in contractual services revenue higher than both the planned and previous year's actual. The increase was offset by a reduction in training for other educational institutions and industry.

Income from interest

A general decline in investment rates reduced interest income.

Tuition and fees

The forecast for revenue from tuition and fees was higher than the previous year's actual amount due to a 9.1% general increase. A 15% increase for the Nursing Education Program of Saskatchewan and increased enrolment in some programs resulted in tuition and fees revenue above plan.

management discussion & analysis continued

Salaries and benefits

The 2001-02 plan called for an increase in salaries and benefits costs over the previous year's actual due to a 3% salary increase required by the collective agreement. Severance payments to employees terminated for operational and budgetary reasons, payments under the voluntary succession program and increased Quick Skills and international training pushed salaries and benefits costs above plan.

Facilities rental

Facilities rental costs were above plan for the year following a special billing for increased utility costs. The transfer of rent for the Meadow Lake Centre to North West Regional College offset the increase of year-over-year actual costs.

Materials, supplies and services

Materials and supplies and services expenses were lower than both the planned amount and the previous year's actual amount as a result of non-salary expenditure reduction measures. Reduced extension programming further impacted actual costs.

Assets and amortization

The increase in amortization over plan resulted from the high level of capital expenditures made at the end of 2001 and the higher proportion of expenditures made for computer equipment that is amortized over a shorter term.

OUTLOOK 2002-2003

SIAST's base grant for 2002-03 was increased by an amount sufficient to offset wage costs resulting from the collective agreement. This increase addressed SIAST's concern about the systemic shortfall created when the cost increase resulting from the collective agreement was not funded in 2001-02. The facilities grant, however, will not cover the cost increase charged by the Saskatchewan Property Management Corporation. This shortfall required staffing reductions, and program and service adjustments when developing the 2002-03 plan.

RISK MANAGEMENT

SIAST faces a number of risks in conducting its operations. These risks are in the areas of reputation, human resources, technology, funding and competition. SIAST monitors these risks and implements initiatives to manage exposure.

Reputation

SIAST must be recognized by students, employers and the public as an efficient provider of high-quality relevant training and education. SIAST regularly solicits feedback on the quality of its programs through an annual graduate survey, program advisory committees, memberships in industry groups and program accreditation reviews. Marketing and communications activities are geared to building understanding of SIAST operations and the contribution of the organization to the province.

Human resources

SIAST's goals and objectives are achieved through the high quality of people it employs and the application of their knowledge and skills. SIAST realizes that a large number of its staff will be retiring in the next five years. Strategies are being developed to support recruitment of qualified new personnel in a timely fashion. A succession plan launched in 2001-02 will help ensure that retirements occur in an orderly manner without disrupting service to students.

Technology

In response to an increasing reliance on technology, SIAST has purchased equipment and software to ensure the security of information and the maximum availability of key systems. Significant capital expenditures have been made in the past year to update SIAST's information technology, and plans call for a significant investment to be made each year.

Financial

SIAST depends upon public funding for a significant portion of its revenues and must thus ensure that its operations are relevant to taxpayer and industry needs and consistent with the direction set out by the provincial government.

SIAST uses the Saskatchewan Post-Secondary Sector Strategic Plan in planning its operations. Analysis of business and industry needs and consultation on curriculum ensure SIAST programs meet public expectations. SIAST will be working closely with government to ensure the impact of not increasing or reducing the current level of grant funding is understood by the public.

Competition

Other public and private institutions, from within and beyond the provincial borders, compete with SIAST for a smaller number of potential students. In response, SIAST ensures its training programs are relevant to the workplace and priced competitively. The organization is expanding delivery options to increase accessibility and flexibility. The Virtual Campus initiative, for example, will potentially expand the student base and could result in an increase in enrolment in some areas. Such activities as prior learning assessment and recognition further increase accessibility, and transfer credit agreements with other institutions enhance portability of credentials.

Governing authorities

SIAST actively monitors the requirements of many different areas of government in order to maintain compliance with these requirements. In addition, the external auditors annually report on SIAST's compliance with:

- *The Saskatchewan Institute of Applied Science and Technology Act*
- *The Financial Administration Act, 1993*
- *The Department of Post-Secondary Education and Skills Training Act, 2000*
- *The Tabling of Documents Act, 1991*

management report

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgments. Management has ensured that the financial statements are presented fairly in all material respects. The financial information presented elsewhere in the annual report is consistent with that in the financial statements.

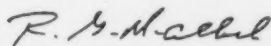
Management has ensured that the organization is in compliance with the provisions of legislation and related authorities.

Management maintains a system of internal accounting and administrative controls to provide reasonable assurance that the financial information is relevant, reliable and accurate and that assets are appropriately accounted for and adequately safeguarded.

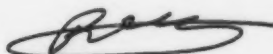
The board of directors of SIAST is responsible for reviewing and approving the financial statements and, primarily through its audit committee, ensures management fulfills its responsibilities for financial reporting.

The audit committee is appointed by the board and is composed of directors who are not employees of SIAST. The audit committee meets periodically with management and with external auditors to discuss internal controls, auditing matters and financial and reporting issues to satisfy itself that each party is properly discharging its responsibilities. The audit committee reviews the financial statements and the external auditors' report and also considers, for approval by the board, the engagement or re-appointment of the external auditors. The audit committee reports its findings to the board for its consideration when approving the financial statements for issuance.

The financial statements have been audited by KPMG LLP and the Provincial Auditor of Saskatchewan in accordance with Canadian generally accepted auditing standards. KPMG LLP and the Provincial Auditor of Saskatchewan have full and free access to the audit committee.



Dr. Robert G. McCulloch
President & CEO



Rand B. Smale C.A.
Chief Financial Officer

August 12, 2002

auditors' report

To the Members of the Legislative Assembly of Saskatchewan

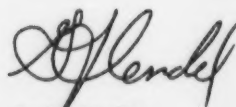
We have audited the statement of financial position of the Saskatchewan Institute of Applied Science and Technology (SIASST) as at June 30, 2002, and the statements of operations, changes in net assets and cash flows for the year then ended. SIASST is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of SIASST as at June 30, 2002, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

KPMG LLP

Chartered Accountants
Saskatoon, Saskatchewan
August 12, 2002



Provincial Auditor
Regina, Saskatchewan
August 12, 2002

statement of financial position

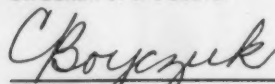
June 30, 2002, with comparative figures for 2001

(in thousands of dollars)

	2002	2001
Assets		
Current assets:		
Cash and short-term investments (note 3)	\$ 10,947	\$ 20,630
Accounts receivable (note 4)	5,029	5,355
Inventories (note 5)	1,691	1,816
Prepaid expenses	192	241
	17,859	28,042
Capital assets (note 6)	25,932	23,379
	\$ 43,791	\$ 51,421
Liabilities and net assets		
Current liabilities:		
Accounts payable and accrued liabilities	\$ 4,176	\$ 7,711
Salaries and benefits payable	6,218	10,740
Unearned revenue (note 7)	3,937	3,570
Deferred grants (note 8)	2,549	2,516
Current portion of obligation under capital leases (note 9)	131	32
	17,011	24,569
Obligation under capital leases (note 9)	634	121
Deferred contributions related to capital assets (note 10)	11,816	10,787
	29,461	35,477
Net assets		
Net assets invested in capital assets	13,351	12,439
Operating net assets	979	3,505
	14,330	15,944
Commitments (note 11)		
	\$ 43,791	\$ 51,421

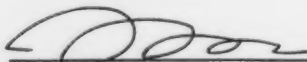
See accompanying notes to financial statements.

On behalf of the board:



Christine Boyczuk

Chair



Bill Hutchinson

Director

@education in motion

real life learning

right
here

statement of operations

Year ended June 30, 2002, with comparative figures for 2001

(in thousands of dollars)	2002 Budget	2002 Actual	2001 Actual
Revenue:			
Grants	\$ 83,346	\$ 84,033	\$ 83,306
Contractual services	20,847	21,700	20,313
Tuition and fees	16,436	17,143	16,311
Sales	6,630	6,573	6,624
Amortization of deferred capital contributions	1,143	1,264	1,132
Interest	1,063	685	1,411
Donations	38	214	129
Rentals	105	170	141
	129,608	131,782	129,367
Expenses:			
Salaries and benefits	85,871	88,069	83,561
Facilities rental	15,445	16,325	15,841
Materials and supplies	10,225	8,642	9,781
Services	9,541	8,685	9,466
Amortization	5,138	5,949	5,205
Travel	3,555	3,273	3,274
Equipment rental and repairs	2,302	2,064	2,016
Scholarships and donations	211	389	240
	132,288	133,396	129,384
Deficiency of revenue over expenses	\$ (2,680)	\$ (1,614)	\$ (17)

See accompanying notes to financial statements.

statement of changes in net assets

Year ended June 30, 2002, with comparative figures for 2001

(in thousands of dollars)

	Invested in Capital Assets	Operating Net Assets	2002 Total	2001 Total
Balance, beginning of year	\$ 12,439	\$ 3,505	\$ 15,944	\$ 15,961
Excess (deficiency) of revenue over expenses	(4,600)	2,986	(1,614)	(17)
Invested in capital assets	5,512	(5,512)	-	-
Balance, end of year	\$ 13,351	\$ 979	\$ 14,330	\$ 15,944

See accompanying notes to financial statements.

statement of cash flows

Year ended June 30, 2002, with comparative figures for 2001

(in thousands of dollars)

	2002	2001
Cash provided by (used in):		
Operating activities:		
Deficiency of revenue over expenses	\$ (1,614)	(17)
Amortization of capital assets	5,949	5,205
Amortization of deferred capital contributions	(1,264)	(1,132)
Change in non-cash working capital (note 12)	(7,157)	8,550
Gain on sale of capital assets	(85)	(100)
Cash provided by (used in) operating activities	(4,171)	12,506
Financing and investing activities:		
Grants for purchase of capital assets	2,293	3,376
Increase in obligation under capital leases	855	-
Repayments of obligation under capital leases	(109)	(101)
Proceeds from sale of capital assets, net of capital lease obligation	157	240
Purchase of capital assets	(8,708)	(10,360)
Cash used in financing and investing activities	(5,512)	(6,845)
Net increase (decrease) in cash and short-term investments	(9,683)	5,661
Cash and short-term investments, beginning of year	20,630	14,969
Cash and short-term investments, end of year	\$ 10,947	\$20,630

See accompanying notes to financial statements.

notes to financial statements

Year ended June 30, 2002
(In thousands of dollars)

1. Statutory authority:

The Saskatchewan Institute of Applied Science and Technology (SIASST) was established as a public educational corporation by the Legislative Assembly of Saskatchewan under *The Institute Act* and is continued under *The Saskatchewan Institute of Applied Science and Technology Act*.

2. Significant accounting policies:

These financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant accounting policies:

(a) Revenue recognition:

SIASST follows the deferral method of accounting for grants. Grants for expenditures of future periods are deferred and recognized as revenue in the year in which the related expense is incurred. Grants for capital assets are deferred and recognized as revenue on the same basis as the acquired capital assets are amortized.

Revenue from contractual services is recognized as the service is delivered. Revenue from tuition and fees is recognized as the course instruction is delivered.

(b) Inventories:

Inventories consist of merchandise and supplies held for resale and are valued at the lower of cost and net realizable value. Administrative and program supplies and library periodicals are not inventoried.

(c) Capital assets:

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution with an offsetting amount recorded to deferred contributions relating to capital assets. Amortization is charged to operations on the straight line basis over the following estimated useful lives of the assets:

Asset	Period
Industrial and heavy equipment	10 years
Furniture	10 years
Office equipment, specialized equipment and library	5 years
Vehicles	8 years
Leasehold improvements:	
SPMC-owned properties	15 years
Other properties	Lease term
Computer equipment	3 years

(d) Use of estimates:

The preparation of financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions regarding the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses for the year. Actual amounts may differ from these estimates.

3. Cash and short-term investments:

	2002	2001
Cash	\$ 2,031	\$ 1,933
Commercial Paper	8,916	18,697
	\$ 10,947	\$ 20,630

The investment in short-term investments is stated at a cost which approximates market value.

SASKATCHEWAN INSTITUTE OF APPLIED SCIENCE AND TECHNOLOGY

notes to financial statements

Year ended June 30, 2002
(In thousands of dollars)

4. Accounts receivable:

	2002	2001
Tuition fees	\$ 169	\$ 161
Programs delivered	1,275	1,213
Federal government	726	1,046
Provincial government - General Revenue Fund	2,378	1,997
Other	481	938
	\$ 5,029	\$ 5,355

5. Inventories:

	2002	2001
Bookstores	\$ 1,547	\$ 1,675
Food services	72	76
Shop and service supplies	72	65
	\$ 1,691	\$ 1,816

6. Capital assets:

	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Vehicles and equipment	\$ 73,313	\$ 59,102	\$ 14,211	\$ 12,873
Leasehold improvements	14,825	3,104	11,721	10,506
	\$ 88,138	\$ 62,206	\$ 25,932	\$ 23,379

The net book value of assets under capital lease was \$739 (2001 - \$170).

7. Unearned revenue:

	2002	2001
Tuition and fees	\$ 1,218	\$ 1,120
Contractual services	629	903
Grants - operations and rent	1,698	1,141
Other	392	406
	\$ 3,937	\$ 3,570

8. Deferred grants:

	Skills Training	Capital Assets	2002 Total	2001 Total
Beginning balance	\$ 1,640	\$ 876	\$ 2,516	\$ 1,726
Amount received	2,666	2,285	4,951	6,126
Recognized in the year	(2,866)	(2,052)	(4,918)	(5,336)
Ending balance	\$ 1,440	\$ 1,109	\$ 2,549	\$ 2,516

Skills Training deferred grants represent unspent grants that are restricted to the Skills Training programs. Under these programs, Saskatchewan Learning provides funding to enable SIAT to respond regionally to emerging skills shortages. Capital assets represents unspent grants for capital assets.

notes to financial statements

Year ended June 30, 2002
(in thousands of dollars)

9. Obligation under capital leases:

	2002	2001
Obligation under capital leases, beginning of year	\$ 153	\$ 254
Repayments during the year	(109)	(101)
Additions during the year	855	-
Disposals during the year	(134)	-
Obligation under capital leases, end of year	765	153
Less current portion	131	32
Long-term obligation under capital leases	\$ 634	\$ 121

Minimum lease payments under the capital leases are as follows:

2003	\$ 190
2004	190
2005	190
2006	190
2007	178
Total minimum lease payments	938
Less amount representing future interest	173
Net obligation under capital leases	\$ 765

Interest rates on the leases range from 7.2% to 11.4%. Interest expensed during the year amounted to \$49 (2001 - \$32).

10. Deferred contributions related to capital assets:

	2002	2001
Beginning balance	\$ 10,787	\$ 8,543
Amortization	(1,264)	(1,132)
Assets purchased	2,293	3,376
Ending balance	\$ 11,816	\$ 10,787

Deferred contributions relating to capital assets represent the unamortized portion of contributed amounts expended for capital assets.

11. Commitments:

SIAS has a number of operating lease commitments pertaining to land and buildings and equipment. All land and buildings are leased on a continuing basis from the Saskatchewan Property Management Corporation ("SPMC"). The equipment is leased from various private lessors.

A summary of the future minimum operating lease commitments over the next five years is as follows:

	Land and Buildings SPMC	Equipment Other Lessor	Total
2003	\$ 16,164	\$ 1,538	\$ 17,702
2004	16,164	328	16,492
2005	16,164	328	16,492
2006	16,164	194	16,358
2007	16,164	194	16,358

SIAS is committed to providing annual funding toward professional development activities of in-scope academic and administrative support employees. The commitment for fiscal 2003 as required by the collective agreement is \$497.

SIAS is committed to providing annual funding toward a succession planning incentive plan. The minimum annual commitment as required by the collective agreement is \$350.

notes to financial statements

Year ended June 30, 2002

(In thousands of dollars)

12. Change in non-cash working capital:

	2002	2001
Accounts receivable	\$ 326	\$ 1,347
Inventories	125	112
Prepaid expenses	49	(30)
Accounts payable and accrued liabilities	(3,535)	1,868
Salaries and benefits payable	(4,522)	3,834
Unearned revenue	367	629
Deferred grants	33	790
	\$ (7,557)	\$ 8,550

13. Financial assets and liabilities:

Cash and short-term investments, accounts receivable, accounts payable and accrued liabilities and salaries and benefits payable are all short-term in nature and as such their carrying value approximates fair value.

14. Related parties:

Included in the financial statements are revenue and expense amounts resulting from routine transactions conducted at prevailing market prices with various Saskatchewan Crown-controlled departments, agencies and corporations with which SIAST is related. Account balances resulting from these transactions are included in the balance sheet and settled on normal trade terms. Other transactions with related parties are disclosed elsewhere in these statements.

During the year, SIAST recognized revenue from the General Revenue Fund of the Government of Saskatchewan for operations and rent in the amount of \$83,960 (2001 - \$83,231). The Department of Learning through the General Revenue Fund also funds training on a contractual basis. During the year, \$7,810 (2001 - \$6,965) was recognized for these contractual programs.

SIAST also recognized revenue for contractual services from the Government of Saskatchewan regional colleges for \$2,952 (2001 - \$3,634). SIAST made payments to regional colleges totaling \$530 (2001 - \$324).

SIAST recognized revenue for contractual services of \$6,284 (2001 - \$6,027) from the Saskatchewan Apprenticeship and Trade Certification Commission to provide apprenticeship training. These transactions are at negotiated rates.

SIAST paid SPMC \$18,643 (2001 - \$20,998) for accommodation, construction management, and other services. These transactions are at rates set by SPMC.

Included in services expenses is \$1,775 (2001 - \$2,256) paid to SaskTel for communication services. These transactions are recorded at rates set by SaskTel.

The short-term investments set out in note 3 are held by the Department of Finance as custodian.

SIAST employees participate in various multi-employer defined benefit and money purchase type pension plans. The majority of these are managed and administered by the Department of Finance. Employer contributions for money purchase plans are included in expenses in these financial statements. Employer obligations associated with the defined benefit pension plans are the responsibility of the General Revenue Fund of the Government of Saskatchewan.

Payments to other related agencies included: Public Employees Pension Plan \$6,285 (2001 - \$5,440), Public Service Superannuation Plan \$361 (2001 - \$335), Public Employees Dental Plan \$731 (2001 - \$647) and the Workers Compensation Board of Saskatchewan \$171 (2001 - \$451).

The Kelsey Foundation Inc., the Palliser Campus Development Foundation, the Wascana Campus Foundation Inc. and the Woodland Foundation Inc. are not-for-profit organizations that operate to offer financial support to the students at their respective campuses. Funds solicited by the foundations are used to provide scholarships directly to students and for equipment donated to the campus for use in program delivery. Donations in kind from the foundations were \$417 (2001 - \$164).

15. Expenses by function:

Following is a summary of expenses by function:

	2002	2001
Programs	\$ 81,166	\$ 79,681
Facilities	17,524	16,020
Administration	19,035	18,881
Student services	9,620	8,776
Ancillary	6,051	6,026
	\$ 133,396	\$ 129,384

objectives—the road ahead



objectives

GOALS, OBJECTIVES AND ACTIONS, 2002-06

SIAST will undertake a variety of activities in response to Saskatchewan's *Post-Secondary Sector Strategic Plan 2002-06*. The plan provides the vision, goals, objectives and framework for the future of post-secondary education, skills training and employment services in the province. The following summarizes activities planned by SIAST in response to the plan's goals and objectives.

GOAL: *High-quality post-secondary education, training and employment programs and services.*

Objective1: Ensure an effective learning environment.

SIAST activities

- Build on progress of SIAST's Quality Learning Organization initiative in 2001-02. Increase awareness through information sessions and a dedicated Web site and lecture programs, exchange best practices across the organization, implement a collaborative quality assessment process, develop an adult education and instructional program for new faculty members, and formalize the conduct of student orientation sessions.
- Increase SIAST's Virtual Campus programming by enhancing faculty and staff development opportunities, expanding virtual instruction capability, improving the level and quality of support provided to learners and expanding the Virtual Campus infrastructure.
- Implement a single system of education and training for all credit programs.

Objective2: Ensure effective leadership, management and accountability.

SIAST activity

- Develop SIAST-specific performance measures in support of Saskatchewan Learning's accountability framework initiative. Report on all applicable sector performance measures, with special emphasis in 2002-2003 on developing internal performance measures related to capacity and demand, equity participation and success of learners.

Objective3: Ensure public and stakeholder awareness of and confidence in the sector.

SIAST activities

- Through print and electronic media, partner newsletters, external and media relations, and advertising, generate a better understanding of SIAST's goals and objectives.
- Develop marketing programs that position SIAST as an innovative and leading skills training provider.

GOAL: *Meet the needs of individuals and communities.*

Objective1: Support capacity to respond to existing and anticipated demand appropriate to the needs of individuals, communities and the economy.

SIAST activities

- Continue to play a key role in technology-enhanced learning and collaborate provincially on all initiatives under Campus Saskatchewan. Through a partnership among the province's post-secondary institutions, Campus Saskatchewan serves as a central access point to distance education programs.
- Expand, adjust and maintain programs to meet labour demand.
- Increase the employability skills component of programs. Participate in a project aimed at researching best practices and developing a resource inventory with funding provided by Human Resources Development Canada (HRDC) through the Association of Canadian Community Colleges.

Objective2: Increase the participation of under-represented groups to enhance their employability and to contribute to a representative workforce.

SIAST activities

- Explore the feasibility, with Saskatchewan Learning's curriculum and instruction group, of integrating more closely the design and delivery of practical and applied arts programs.
- In partnership with the University of Saskatchewan and Saskatchewan Indian Federated College in Prince Albert, pursue the implementation of the Northern Nursing Access Program in 2002-2003.
- Collaborate with Employability Assistance for Persons with Disabilities to develop a fund and application process designed for submissions by students who require additional funding for high-cost accommodation.

@education in motion

real life learning **right here**

objectives continued

Objective3: Enhance access to post-secondary programs and services.

SIAST activities

- Increase the number of merit-based scholarships awarded in 2002-2003 by enhancing SIAST's contribution to the Centennial Merit Scholarship program by a matching \$60,000.
- Implement additional services over the next three years to include access for students to view grades and schedules, register and pay fees online and update personal information. Expand SIAST's helpdesk centre to provide technical support to internal and external users of the Virtual Campus.

Objective4: Increase the success of individuals in programs and services.

SIAST activities

- Establish a framework to better support on-campus, distance and virtual student services.
- Develop a student success strategy consisting of the three components – career, academic and personal preparedness.

Objectives: Increase the knowledge and skills of the Saskatchewan population.

SIAST activity

- Develop appropriate strategies aimed at enhancing student retention and transition rates from Basic Education to further education and skills training. Efforts will concentrate on developing the skills, attitudes and knowledge needed to strengthen success and retention in further education and skill training.

GOAL: *Meet the needs of employers and industry. Contribute to economic growth.*

Objectives: Contribute to the development and maintenance of a workforce responsive to the economy.

SIAST activity

- Continue to contribute through the Saskatchewan Labour Market Network in providing timely labour market information, particularly as it relates to provincial needs identification, assessment and prioritization.

Objective2: Increase employer and industry participation in planning and investment in education and training.

SIAST activity

- Implement a modified work-based training model in 2002-2003 that will increase employer participation in the delivery of education and training adapted to meet projected skills training needs more effectively.

Objective3: Support the mobility of learners and workers within and outside the province.

SIAST activities

- Assist Saskatchewan Learning in implementing a provincial PLAR strategy developed in 2001-02.
- Continue development in 2002-03 of a Learning Assessor advanced certificate.
- Participate, through the efforts of Campus Saskatchewan, in the development of a provincial credit transfer strategy.

GOAL: *Contribute to the discovery, integration and application of knowledge.*

Objectives: Recognize and promote the value of research and development.

SIAST activity

- Implement policies on applied research developed in 2001-02 and further refine strategies to encourage faculty members to pursue partnerships in applied research, development and technology transfer projects with universities and other external agencies.

Objective2: Increase the transfer and commercialization of research and technology to support provincial priorities.

SIAST activity

- Build on SIAST's affiliation with Saskatoon-based TRILabs to further the transfer of technology into programs through faculty exchanges and student placements.

glossary of terms

Campus Pipeline

Intranet application that serves as a portal for SIAST students and employees to a variety of educational, communications and administrative services.

Campus Saskatchewan

An online service that provides central access to distance education programs. Operates through a memorandum of understanding signed by SIAST, two universities, eight regional colleges and three Aboriginal institutions.

Centennial Merit Scholarships

Scholarships for high school graduates funded privately and on a matching basis by Saskatchewan Learning.

Competency-based training

A method of teaching/learning in which students progress at a flexible pace against pre-defined time-lines through a program map of learning competencies.

Co-operative education

A method of learning that alternates classroom study/training with paid on-the-job experience.

Full-load equivalent

A term for reporting enrolment inclusive of all training activity for all available forms of program delivery.

Full-time equivalent

One FTE is one full-time job for one financial year calculated on the basis of the ratio of hours worked (excluding overtime) to normal agreement hour provisions.

Girls Exploring Trades and Technology

GETT activities are designed to introduce girls in Grades 7 and 8 to a variety of career futures in trades and technology.

Information Technology Infrastructure Library

Information technology standards and best practices developed by Britain's Central Computer and Telecommunications Agency.

LearnLinc

Synchronous (real-time) delivery application for distance learning online.

Native Access Program to Nursing

Support program for Aboriginal students in the Nursing Education Program of Saskatchewan (NEPS), offering such services as advocacy and tutoring.

PLAR

Prior learning assessment and recognition process evaluates, for potential credit, knowledge and skills gained through non-formal learning.

Pre-employment

Entry-level training in designated trades usually designed to provide trades training for students without previous experience in the trade. Training is credited toward eventual apprenticeship certification.

Quality Learning Organization

Outlines four areas of focus for creating a quality learning organization.

Job Start/Future Skills

Provincial government initiative that provides financial assistance to employers and training organizations for training that helps create or respond to new employment opportunities.

Saskatchewan Action Plan for Healthcare

A plan of action and a long-term direction for changes in healthcare.

Saskatchewan Communications Network

Provincially operated television network that delivers distance education.

Saskatchewan Learning

Provincial government department responsible for Kindergarten to Grade 12 and post-secondary education.

Saskatchewan Property Management Corporation

Provides property management, janitorial, office equipment and other products and services to departments and agencies funded by the provincial government.

WebCT

Asynchronous online learning application using e-mail, chat groups and other communications tools.



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